***2015-2018 Student Equity Plan Implementation and Evaluation Calendar***

**Spring 2015**

**COLLEGE WIDE**

**Chief Diversity Officer and SSSP Coordinator:** Hire lead administrator with a designated classified staff employee to implement and evaluate the Student Equity Plan activities and goals.

**Institutional Researcher:** Hire an institutional researcher to implement and evaluate the Student Equity Plan activities and goals.

**Education Master Plan**: Finalize the EMP which champions equity and the success of all students, particularly those from historically disadvantaged populations by the end of spring semester 2015.

**SSSP:** Full implementation of SSSP initiatives and programs and continued expansion of students support services, including LRC and library hours and services.

**Peralta Scholars Program:** Launch the Peralta Scholars PERSIST Program by the start of fall semester 2015.

**PERSIST:** On-going improvement and expansion of the PERSIST Learning Community.

**FELI:** Require all administrators, all staff, and all faculty who participate in PSPP to complete the Academy for College Excellence’s (ACE) Experiential Learning Institute (FELI—originally Faculty Experiential Learning Institute but now expanded to include administrators and staff) by spring semester 2018.

**SES Data:** Assist with the development of a district-wide mechanism by which student SES data can be collected and used to disaggregate longitudinal data on race, ethnicity, gender, and special populations (students with disabilities, active military and veteran students, and foster youth) to better understand the impact of poverty on our students by the end of spring 2015.

**Academic Support Index:** Modeled on the work of the 2020 Vision, create and implement Academic Support Index (ASI) to generate predictive data analytics, which will guide the decision-making about how to support student success at BCC. BCC ASI will be generated by the end of spring 2016. The ASI will be piloted in academic year 2016-2017 and rolled out for campus-wide employment in academic year 2017-2018.

**Financial Aid:** Continue to offer FAFSA application workshops to all students at BCC and further engage in outreach to target disadvantaged student populations, starting in summer semester 2015.

**Foster Youth Task Force:** Assist with the development of district-wide systems and protocols to identify, track, and evaluate the academic success of current and former foster youth by the end of spring 2015.

**Foster Youth Program:** Establish an institutionalized foster youth program housed under the dean of student services working in partnership with community organizations that serve current and former foster youth.

**SEP Alignment with Special Projects:** Align all Student Equity Plan efforts with Special Projects initiatives [which at present include BSI, AB 86 (adult education pathways), and Career Pathways Trust (CPT)] to maximize efforts and transitional resources.

**Town Halls:** Conduct town halls at least quarterly to explore the limits of campus operations and develop strategic communication plan to update BCC staff on College, PCCD, COOOO, and State policies, procedures, and protocols. Advocate for the PCCD and CCCCO to continue to engage in similar exploratory efforts and to promote change when appropriate.

**SEP Glossary:** Create a glossary of vocabulary and terms that will shift the discourse on equity by changing terms like “basic skills” and “tutoring” to “pre-transfer foundational” and “academic supports,” respectively.

**CalWORKS:** Continue to administer the California Work Opportunity and Responsibility to Kids (CalWORKs) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**EOPS:** Continue to administer the Extended Opportunity Programs and Services (EOPS) program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**CARE:** Continue to administer the Cooperative Agencies Resources for Education (CARE) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**DSPS:** Continue to administer the Disabled Students Programs and Services (DSPS) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**Disability Awareness Week:** Working closely with the Public and Human Services program and Campus Life, organize an annual Disability Awareness Week to celebrate rather than stigmatize physical, intellectual, developmental, and emotional disabilities, starting in spring semester 2016.

**TRiO:** Continue to administer the Federal TRiO Program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**Veteran’s Resource Center:** BCC recently developed a Veteran’s Resource Center as an extension of the Veteran’s Affairs Office. Continue to administer and expand programs serving active military and veteran students. In addition, link students served by this initiative with other equity efforts on campus.

**Health and Wellness Services:** Work with PCCD to restructure the delivery of health and wellness services at BCC. A workgroup is currently exploring options and developing a new program model.

**Speaker Series:** Coordinate a speaker series with leading scholars in the field of equity to foster transparent conversations on campus about diversity and institutional reform based on scholarship.

**Explore Other Equity Gaps:** During the Student Equity Planning process, stakeholders have recommended that the College further explores data on the five indicators for students forty plus years of age and single parents. BCC will launch a task force on each student population in spring semester 2015 to determine if equity gaps persist to explore resources to support the needs of these groups (e.g., additional weekend student services for working adults and childcare for single parents).

**Dedicated Veteran’s Counselor:** Hire one dedicated 20-hour adjunct general academic counselor to work with active military and veteran students and one dedicated 20-hour adjunct academic counselor to work with foster youth.

**Pilot “roaming” faculty office hours:** Rather than wait for students to attend faculty office hour sessions, pilot a program whereby faculty use their office hours to walk the campus and seek out students, armed with information from the Student Services Council. Roaming faculty office hours will be used to share dates and information with students and to gather from them a sense of the climate on campus. The pilot will begin in spring semester 2015.

**SEP Pledge:** Fulfill the College’s pledge to pull data each semester to track BCC’s progress in reaching the ambitious Student Equity Plan goals. The collection of data will be coupled with robust professional development to increase data access-capacity, including the development of a data plan (quantitative and qualitative data gathering) to measure desired outcomes, which will include the appointment of a chief diversity officer and SSSP coordinator/administrator.

**Campus Engagement:** Increase faculty and staff data access and capacity including monthly trainings on PCCD, local, state, and federal data tools (e.g., business intelligence tool access, CalPASS, Launchpad, Scorecard, etc.). All department chairs, program coordinators, and learning community coordinators will be trained on the business intelligence tool and given guidance on how to request and analyze data based on queries by the end of spring semester 2015.

**Faculty and Staff Data Training:** Faculty and staff training on developing measurable outcomes and data plans will ensure data are available to assess progress by the end of fall semester 2015.

**CBO Registry:** Compile a registry of all K-12, adult school, employer, and community organizations as well as a registry of CTE and non-CTE advisory boards with their respective member contact information to promote transparent governance and open lines of communication with invested community stakeholders.

**ACCESS**

**Targeted Student Recruitment:** Develop a proactive, strategic, and data-informed recruitment plan that specifically targets active military and veteran applicants. This campaign should include special outreach efforts to ESL and pre-transfer level students and communicate the increased transferability of coursework in these areas. Continue to develop pathways for adult school and high school students to transition into BCC, targeting the special population indicated above.

**DSPS Application Process:** Spearhead efforts to streamline the process of qualifying for DSPS services across the four Colleges within the District. Presently, students with disabilities must apply for services at each College. BCC will work to change this policy to allow students to submit their DSPS application through the District to qualify for services at all four Colleges. In addition, students have to apply for supports at the start of each semester. Because this process can be a burden, BCC wants to explore the possibility of either eliminating this redundancy or mainstreaming the requalification process for DSPS services.

**Outreach:** Connect and outreach to high schools, local churches, adult schools, and community based organizations to target active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities.

**Alumni Ambassadors:** Expand existing alumni mentorship programs. Alumni, in the form of ambassadors (and other appropriate student group members such as BCC Transfer Service Community), help to coordinate on campus and off campus events for prospective and incoming students.

**K-12 Workshops:** Conduct workshops at regional middle schools and highs schools that aim to de-stigmatize popular perceptions of community colleges.

**CTE Articulation:** Continue to build and expand CTE pathways and articulation agreements with regional high schools and adult schools.

**Adult School Partnership:** Offer GED courses in partnership with adult schools beginning in spring semester 2015 to help more disadvantaged students qualify for financial aid.

**Financial Aid Application Process:** Continue to work with PCCD to streamline the financial aid process at BCC to make it easier for students to apply for financial aid and expedite the work-study placement process coupled with expanded workshops on financial aid services and programs for disadvantaged populations, particularly foster youth and students with disabilities. Ideally, this work would be completed by the end of fall semester 2015. Continue to provide and more effectively promote financial aid workshops to assist students with the application process.

**Specialized Orientations:** Pilot three customized supplemental orientations for students with disabilities, active military and veteran students, and current and former foster youth enrolled at BCC starting by fall semester 2016.

**BCCO:** Fully implement a specific step-by-step process to streamline the enrollment process by fall semester 2015, known on campus as one-stop enrollment and BCC Orientation (BCCO). The former process has been overwhelming for disadvantaged student populations.

**Practice Placement Assessment:** Promote a practice placement assessment test for high school student and adult learners by spring semester 2016.

**ESL Placement Assessment:** Validate and institutionalize guided self-placement for ESL students.

**Expanded Placement Assessment:** Expand placement assessment sessions for high school students starting in spring semester 2015.

**Multiple Measures and Validation of Placement Assessment:** Complete the validation of placement assessment instruments and development of multiple measures to streamline the transition of pre-transfer students into transfer-level courses by the end of spring semester 2015. In November 2014, PCCD completed the 2014 Consequential Validity Survey Report to measure the validity of the District’s placement assessment instrument. Results suggest PCCD’s placement process may be systematically misplacing students. A significant proportion of students responded that they were over-prepared for their lower level English and math courses. This pattern agrees with recent research by Belfield and Crosta (2012) and Scott-Clayton (2012) showing that colleges using the COMPASS placement tended to under-place students. Under-placement of students is a critical problem as it negatively impacts student outcomes by placing unnecessary hurdles between a student and program completion and/or transfer. BCC will continue to collaborate with instructional faculty to explore multiple methods for placement.

**BCC/PCCD Application Process:** Streamline the application and enrollment process through SSSP planning as many pre-transfer foundational students are unable to navigate entry into the College. Working with the District, revamp the application process by Spring 2016.

**DSPS Placement Assessment and Testing Technology:** Continue to permit students with disabilities the opportunity to take the placement assessment in a renovated Assistive Technology Lab. Also, continue to augment assistive technology in mainstream labs to increase DSPS student access to these facilities for placement assessment as not all students with disabilities require placement testing in the conventional Assistive Technology lab. Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years. Also, ensure that placement assessment ensures proper placement for all students, especially English learners.

**Book Voucher Program:** Target and expand existing book voucher programs to active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities. Expand the collection of textbooks in the BCC Library as well.

**Dreamer’s Task Force:** Continue and expand the efforts of the recently formed BCC Dreamers Task Force. This task force calls for collaboration across instructional and student services departments and includes faculty, staff, students, and administrators at BCC. The task force aims to increase awareness about the multiple barriers faced by undocumented students and further develop resources on campus to support this growing student population, such as outreach materials; scholarships; planning and collaboration with feeder school counselors; and educating the campus-at-large about the needs of undocumented students. Future activities will include a formalized scholarship fundraising campaign, a data collection and analysis plan, a sub-site on the BCC website with resources and information for Dreamers, and a Dreamer resource center.

**Student Testimonials:** Develop and share repository of testimonials, for use in student recruitment, from students who started in pre-transfer foundational courses and then went on to successfully complete transfer-level courses.

**PRETRANSFER FOUNDATIONAL COURSE COMPLETION**

**Learning Communities:** Expand, assess, and revise transfer-level learning communities, specifically First Year Experience (FYE) and the Program for Adult College Education (PACE). These learning communities support student success because of their use of early alert and mandatory homework labs.

**PERSIST to College MOU:** Formalize the memorandum of understanding between BUSD and BCC for the PERSIST to College Program (PTC) by the end of spring semester 2015 to strengthen the academic skills of students before they finish high school and apply to college.

**Accelerated English:** Double the number of accelerated, pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point to increase students’ success in English 1A. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Accelerated Math:** Math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013). Therefore, BCC will double the number of accelerated, pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Embedded Tutors and Homework Labs:** Expand homework labs with embedded in-class tutors for students with pre-transfer level English, ESL and math skills in transfer-level courses in learning communities.

Enhance collaboration between Statistics and Pre-Statistics faculty to create interventions to support student success in both courses, including the placement of embedded tutors in Math 206 sections with complementary homework labs by the start of spring semester 2015.

Expand embedded math tutoring in Math 13 sections with complementary homework labs by the start of fall semester 2015.

**Technology:** Purchase computer carts and set up computer labs in the new building to accommodate new lab sections. Purchase with specialized software to accommodate new lab sections.

Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include the formation of a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years.

**Student Engagement:** Engage transfer-level students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College.

**TRANSFER COURSE COMPLETION**

**Community Collaboration and Effective Partnerships:** Continue to provide resources for pre-transfer foundational course and program faculty and staff to work on partnership development with school districts, adult schools, and community organizations to ensure seamless transition of students to BCC. This activity will include the expansion of PSPP as well as formalization of PERSIST to College, a concurrent enrollment program for high school juniors and seniors performing at the pre-transfer level.

**Innovative ESL Assessment:** Continued funding of innovative ESL assessment efforts. BCC recently piloted self-assessment for both international and domestic ESL students, which needs to be validated to determine if it has led to an increase in appropriate course placement.

**Multiple Methods:** On-going development of alternative placement assessment in English and math. BCC recently adopted a policy of accepting applicants for automatic placement in English 1A for new BCC students with a cumulative high school grade point average of 3.3. Articulation agreements with K-12 institutions are under development. Continue to foster these relationships and formalize partnerships to transition pre-transfer level high school students into transfer level courses at BCC.

**ESL Outreach:** Provide direct outreach to community regarding the opportunity for ESL assessment and orientation, as well as the ESL Pathways (also known as LEAP) learning community one-stop assessment, orientation, and registration.

**Professional Development:** Provide professional development and resources to the BCC student ambassadors, tutors, computer lab and library student workers, and work-study students across campus to assist with this critical transitional work. The LRC faculty advisors and PSPP faculty and counselor leads will collect data on the achievements and challenges that the mentors have gathered from their work with their mentees and use that data to redesign and refine programs and services.

**Mentorship of Pre-Transfer Level Students:** Engage student ambassadors (and other appropriate student group members), alumni ambassadors, and pre-transfer foundational course and program alumni to support outreach and mentorship regarding the matriculation process.

**English Acceleration Expansion:** Double the number of accelerated pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building with specialized software to accommodate new lab sections.

**ESL Course Expansion:** Double the number of ESL high intermediate advanced reading and writing courses by spring semester 2017 as BCC is currently not meeting demand.

**Math Acceleration Expansion:** Double the number of accelerated pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. This is extremely important as math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013).

**Online Math Tutoring:** Launch an online math tutoring pilot and continue with the online writing coach sessions during spring 2015 to formalize by fall semester 2015.

**Diversity Intern Program:** Working through the Diversity Intern Program, recruit additional math faculty, particularly those with professional experience that includes practical application of math to help students understand the importance of math to their education and lives.

**Zero Credit Courses:** Provide no credit, low stakes, pass/no pass pre-transfer foundational courses and partner with the adult schools to offer GED and foundational courses at both BCC and the adult school campuses.

**Biology Pre-Transfer Support:** Continue the Biology Boot Camp pilot and develop a foundational skills Math Boot Camp pilot as well as a pilot to prepare students for the college experience. Both boot camps should include embedded tutors. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**STEM Faculty Collaboration:** Science and math faculty will come together as STEM (Science, Technology, Engineering and Mathematics) educators to create a student academic success plan that will include innovative ways of teaching the subject, professional development for math faculty, and possibly a retreat with faculty from other campuses to share best practices.

Though the thinking behind the above-mentioned educational approach is intuitive for many critical educators, there has not been a clear training program for teachers who are interested in honing their pedagogy so that they can devise ways to empower students to be critical learners in the non-STEM as well as STEM subjects. Thus, BCC proposes the creation of an ongoing professional development symposium through the Teaching and Learning Center (TLC) for interested BCC employees who will:

* + Provide cultural-competency training series for administrators and classified staff through the TLC with a focus on equity and diversity (which will include training on working with students with disabilities);
	+ Discuss best practices in ensuring educational equity;
	+ Discuss the development of student voice, agency and power;
	+ Bring to bear questions around entrenched institutionalized and individualized ideological predispositions;
	+ Introduce staff to practices commensurate with the development of high order empathy;
	+ Allocate space and time for faculty inquiry and collaboration, including stipends for part-time faculty to participate.
	+ Host two FELIs per year to train instructional and non-instructional faculty how to empower at-risk students to take agency over their own academic development. In addition, STEM faculty will be incentivized to complete the FELI as most math courses are open to PSPP students as well as students from other learning communities.

**Math Lab:** Develop one-unit Math lab course to assist students with skill retention.

**Peer Mentoring:** Determine successful peer mentoring interventions, including review of data on past efforts. Consider best practices and lessons learned from current and past BCC peer mentoring and peer-to-peer support efforts (ESL/Global Study Buddies, PERSIST peer mentoring, PHS peer mentoring, WRAP, etc.). Pilot at least one pre-transfer foundational course or program peer-to-peer mentoring intervention (ideally in math to begin with) and at least one pre-transfer foundational course or program faculty mentoring intervention.

**Career Counseling:** Pilot and expand Launch Your Freshman Workshop as well as the connected Counseling 57 course that supports career exploration at the high schools and for incoming students at the pre-transfer level.

**Student Engagement:** Engage pre-transfer foundational students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College. More specifically, launch a pre-transfer foundational math club pilot.

**ESL Data Analysis:** Disaggregate ESL course completion data based on in-state, out-of-state domestic, and international student status to determine if gaps in outcomes exist for these distinct ESL student populations. Also, collect data on ESL students in non-ESL courses to track their academic success rates at BCC. Both efforts will begin in spring semester 2015.

**Student Testimonials:** Develop and share repository of students’ pre-transfer foundational course and program testimonials for use in student recruitment.

**Early Alert:** Revise existing early alert system, which will lead to individualized intervention plans for students at risk of failure by the end of spring semester 2015. LIS 85 should be included as a late start course that students can be directed to if, by the midterm week, they are failing courses that require large research projects

**Writing Course Size:** Continue to limit writing course size to 35 students until the first day of class and then reduce the class size cap to 30 students when the class begins. Also, explore efforts to further reduce class size for pre-transfer foundational courses.

**Service Learning:** Create and pilot Service Learning course in which students volunteer to work in the LRC, TRIO, Counseling, the Office of Instruction, Financial Aid, and Admissions and Records to build social capital by spring semester 2016.

**ESL Classroom:** Establish a dedicated ESL classroom with a built-in Chrome Book computer lab.

**Chrome Book Loaner Pilot:** Launch a PSPP Chrome Book loaner library pilot by fall semester 2015.

**DEGREE AND CERTIFICATE COMPLETION**

**Targeted Outreach:** Targeted outreach to white non-Latino and Asian students to increase degree and certificate completion prior to transfer.

**Evaluation of Placement Assessment Instruments**: Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

**Learning Community Counselors:** Continue to employ learning community counselors and outreach specialists to support learning communities and the students they serve.

**CTE Counselor:** Hire one CTE counselor and outreach specialist and two Associate’s Degree for Transfer (ADT) counselors and outreach specialists to launch the ADT Task Force to promote enrollment and support successful completion of degrees and certificates and transfer to four-year colleges by spring semester 2015.

**Faculty Advising:** Launch faculty advising to provide students an opportunity to seek guidance from academic content specialists who can support students with career exploration, major selection, and the transfer process, to pilot in spring semester 2015.

**Thematic Academic Pathways:** Develop thematic pathways to support students as they navigate the degree and major selection process for fall semester 2015, which may require realignment of the course schedule. One pathway will focus on academic exploration for students with undecided majors.

**Peer Mentorship:** Expand the role of student ambassadors (and other appropriate student group members) to support students with major selection, transfer, and program completion by providing current BCC students with the information they need to navigate these complicated decisions and make informed choices. Initiate this expansion of job duties in fall semester 2015.

**Embedded Student Success and Counseling Workshops:** Conduct counseling workshops in English 204A, English 1A, and ESL courses during the final week of class, when students do not typically meet to allow faculty time to grade student portfolios. While the English 204A, English 1A, and ESL faculty are scoring portfolios, have counselors meet with students during designated class time to provide students information about various campus services and SSSP initiatives (e.g., LEAP, ASSIST, SEPs, TAG, etc.).

**Math Acceleration:** Encourage entry-level students to take math during their first semester and continue to take math each semester until they fulfill this essential degree, certificate, and transfer requirement.

**English Acceleration:** Encourage entry-level students to take English and/or ESL during their first semester and continue to take English each semester until they fulfill this essential degree, certificate, and transfer requirement.

**Automation of Completion:** Explore automation of awarding certificates and degrees.

**Strategic Program Development:** Strategically develop new degree and certificate programs at BCC to support student demand for programs in such areas as chemistry, physics, biology, engineering, computer science, and economics, to increase degree completion. Also, create more general degree options, such as social science, general science, and humanities.

**Employment Opportunities:** Create on-campus job opportunity programs for disadvantaged student populations.

**TRANSFER**

**BCC Transfer and Career Center:** Continue to operate and expand the remarkable work of BCC’s Transfer and Career Information Center, which coordinates transfer fairs, workshops for navigating the application process, and other activities to support student transfer success. The College Transfer and Career Information Center is a resource for questions students have relating to choosing a major, a career, or selecting a transfer college or university. All materials in the Center, and all services provided, are for the purpose of helping students identify and come closer to their goals. A primary purpose of the Center is to support underrepresented students to discover and realize their career direction and educational goals, working closely with TRiO to provide special workshops and events.

**BCC Service Community:** Continue to operate and expand BCC’s Service Community, which is part of the Transfer Service Community (TSC). TSC assists students with the transfer process to four-year institutions by connecting students to resources, hosting workshops (like the Scholarship Workshop and the UC Application and Personal Statement Workshop), and holding events (such as the Leadership and Service Retreat and UC Berkeley Shadow Day).

**Four-Year Pathways:** Work closely with UCB representatives to expand the Pathways to Four-Year Universities, which is a program designed to support community college student transfer to four-year degree programs by enabling them to take UCB Summer Sessions courses and receive enhanced transfer advising. Also, explore similar partnerships with other four-year institutions.

**Community Collaboration and Effective Partnerships:** Strengthen BCC’s partnership with UCB’s Transfer Alliance Project (which provides academic advising and an intensive enrichment cohort program for low-income or first generation prospective transfer students), UC Berkeley Class Pass Program (which allows BCC students the opportunity to audit a UCB class), and Starting Point Mentorship Program (which pairs eligible community college students with current UCB student mentors). Through this partnership, increase participation in Transfer Guarantee Programs with UCs, working closely with UC representatives to iron out details. Ideally, identify minimum GPAs for various majors and ensure that SEPs include both degree completion requirements and preferred transfer coursework.

**Targeted Outreach:** Targeted outreach to white non-Latino and Asian students to increase degree and certificate completion prior to transfer.

**Evaluation of Placement Assessment Instruments:** Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

**Learning Community Counselors:** Continue to employ learning community counselors and outreach specialists to support learning communities and the students they serve.

**CTE Counselor:** Hire one CTE counselor and outreach specialist and two Associate’s Degree for Transfer (ADT) counselors and outreach specialists to launch the ADT Task Force to promote enrollment and support successful completion of degrees and certificates and transfer to four-year colleges by spring semester 2015.

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**Strategic Program Development:** Strategically develop new degree and certificate programs at BCC to support student demand for programs in such areas as chemistry, physics, biology, engineering, computer science, and economics, to support student transfer. Also, create more general degree options, such as social science, general science, and humanities.

**EVALUATION**

**Focus Groups**: Five focus groups will be held annually. Two focus groups will center on the experiences of ethnic minority student populations—one focus group for African American students and a second for Latino students. Three focus groups will comprise special populations: students with disabilities, active military and veteran students, and current and former foster youth.

**Campus Climate Surveys**: To triangulate the focus group findings, students who participate in various programs that aim to close the equity gap will be required to complete pre-semester surveys at the start of each semester in order to obtain services from these programs. They will then be expected to complete a post-semester survey to measure the impact of these programs on their academic progress. These programs will include PSPP, Veterans Affairs, TRiO, and EOPS. DSPS students will be encouraged but cannot be required to participate.

**Evaluation of Usage and Impact of Student Success Supports and Interventions:** The institutional researcher will be charged with the formation of mechanisms and systems to conduct campus-wide exploration of the benefits and limitations of the various student services provided at BCC. This data will inform refinement and revision of equity efforts on campus starting in summer semester 2015.

* Assessment
* Orientation
* Library
* LRC
* Early alert
* TLC Professional development
* Professional Development Committee
* Financial Aid Workshops
* Transfer Center
* BCC Service Community
* DSPS
* Veteran’s Resource Center and Veteran’s Affairs Office
* EOPS
* CARE
* TRiO
* CalWORKS
* International Student Office
* Student Ambassadors
* Alumni Ambassadors
* Learning Communities (including BCC Scholars Program)

**Summer 2015**

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**ACCESS**

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**BCC/PCCD Application Process:** Streamline the application and enrollment process through SSSP planning as many pre-transfer foundational students are unable to navigate entry into the College. Working with the District, revamp the application process by Spring 2016.

**DSPS Placement Assessment and Testing Technology:** Continue to permit students with disabilities the opportunity to take the placement assessment in a renovated Assistive Technology Lab. Also, continue to augment assistive technology in mainstream labs to increase DSPS student access to these facilities for placement assessment as not all students with disabilities require placement testing in the conventional Assistive Technology lab. Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years. Also, ensure that placement assessment ensures proper placement for all students, especially English learners.

**Book Voucher Program:** Target and expand existing book voucher programs to active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities. Expand the collection of textbooks in the BCC Library as well.

**Dreamer’s Task Force:** Continue and expand the efforts of the recently formed BCC Dreamers Task Force. This task force calls for collaboration across instructional and student services departments and includes faculty, staff, students, and administrators at BCC. The task force aims to increase awareness about the multiple barriers faced by undocumented students and further develop resources on campus to support this growing student population, such as outreach materials; scholarships; planning and collaboration with feeder school counselors; and educating the campus-at-large about the needs of undocumented students. Future activities will include a formalized scholarship fundraising campaign, a data collection and analysis plan, a sub-site on the BCC website with resources and information for Dreamers, and a Dreamer resource center.

**Student Testimonials:** Develop and share repository of testimonials, for use in student recruitment, from students who started in pre-transfer foundational courses and then went on to successfully complete transfer-level courses.

**PRETRANSFER FOUNDATIONAL COURSE COMPLETION**

**Learning Communities:** Expand, assess, and revise transfer-level learning communities, specifically First Year Experience (FYE) and the Program for Adult College Education (PACE). These learning communities support student success because of their use of early alert and mandatory homework labs.

**Accelerated English:** Double the number of accelerated, pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point to increase students’ success in English 1A. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Accelerated Math:** Math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013). Therefore, BCC will double the number of accelerated, pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Embedded Tutors and Homework Labs:** Expand homework labs with embedded in-class tutors for students with pre-transfer level English, ESL and math skills in transfer-level courses in learning communities.

Enhance collaboration between Statistics and Pre-Statistics faculty to create interventions to support student success in both courses, including the placement of embedded tutors in Math 206 sections with complementary homework labs by the start of spring semester 2015.

Expand embedded math tutoring in Math 13 sections with complementary homework labs by the start of fall semester 2015.

**Technology:** Purchase computer carts and set up computer labs in the new building to accommodate new lab sections. Purchase with specialized software to accommodate new lab sections.

Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include the formation of a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years.

**Student Engagement:** Engage transfer-level students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College.

**TRANSFER COURSE COMPLETION**

**Community Collaboration and Effective Partnerships:** Continue to provide resources for pre-transfer foundational course and program faculty and staff to work on partnership development with school districts, adult schools, and community organizations to ensure seamless transition of students to BCC. This activity will include the expansion of PSPP as well as formalization of PERSIST to College, a concurrent enrollment program for high school juniors and seniors performing at the pre-transfer level.

**Innovative ESL Assessment:** Continued funding of innovative ESL assessment efforts. BCC recently piloted self-assessment for both international and domestic ESL students, which needs to be validated to determine if it has led to an increase in appropriate course placement.

**Multiple Methods:** On-going development of alternative placement assessment in English and math. BCC recently adopted a policy of accepting applicants for automatic placement in English 1A for new BCC students with a cumulative high school grade point average of 3.3. Articulation agreements with K-12 institutions are under development. Continue to foster these relationships and formalize partnerships to transition pre-transfer level high school students into transfer level courses at BCC.

**ESL Outreach:** Provide direct outreach to community regarding the opportunity for ESL assessment and orientation, as well as the ESL Pathways (also known as LEAP) learning community one-stop assessment, orientation, and registration.

**Professional Development:** Provide professional development and resources to the BCC student ambassadors, tutors, computer lab and library student workers, and work-study students across campus to assist with this critical transitional work. The LRC faculty advisors and PSPP faculty and counselor leads will collect data on the achievements and challenges that the mentors have gathered from their work with their mentees and use that data to redesign and refine programs and services.

**Mentorship of Pre-Transfer Level Students:** Engage student ambassadors (and other appropriate student group members), alumni ambassadors, and pre-transfer foundational course and program alumni to support outreach and mentorship regarding the matriculation process.

**English Acceleration Expansion:** Double the number of accelerated pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building with specialized software to accommodate new lab sections.

**ESL Course Expansion:** Double the number of ESL high intermediate advanced reading and writing courses by spring semester 2017 as BCC is currently not meeting demand.

**Math Acceleration Expansion:** Double the number of accelerated pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. This is extremely important as math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013).

**Online Math Tutoring:** Launch an online math tutoring pilot and continue with the online writing coach sessions during spring 2015 to formalize by fall semester 2015.

**Diversity Intern Program:** Working through the Diversity Intern Program, recruit additional math faculty, particularly those with professional experience that includes practical application of math to help students understand the importance of math to their education and lives.

**Zero Credit Courses:** Provide no credit, low stakes, pass/no pass pre-transfer foundational courses and partner with the adult schools to offer GED and foundational courses at both BCC and the adult school campuses.

**Biology Pre-Transfer Support:** Continue the Biology Boot Camp pilot and develop a foundational skills Math Boot Camp pilot as well as a pilot to prepare students for the college experience. Both boot camps should include embedded tutors. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**STEM Faculty Collaboration:** Science and math faculty will come together as STEM (Science, Technology, Engineering and Mathematics) educators to create a student academic success plan that will include innovative ways of teaching the subject, professional development for math faculty, and possibly a retreat with faculty from other campuses to share best practices.

Though the thinking behind the above-mentioned educational approach is intuitive for many critical educators, there has not been a clear training program for teachers who are interested in honing their pedagogy so that they can devise ways to empower students to be critical learners in the non-STEM as well as STEM subjects. Thus, BCC proposes the creation of an ongoing professional development symposium through the Teaching and Learning Center (TLC) for interested BCC employees who will:

* + Provide cultural-competency training series for administrators and classified staff through the TLC with a focus on equity and diversity (which will include training on working with students with disabilities);
	+ Discuss best practices in ensuring educational equity;
	+ Discuss the development of student voice, agency and power;
	+ Bring to bear questions around entrenched institutionalized and individualized ideological predispositions;
	+ Introduce staff to practices commensurate with the development of high order empathy;
	+ Allocate space and time for faculty inquiry and collaboration, including stipends for part-time faculty to participate.
	+ Host two FELIs per year to train instructional and non-instructional faculty how to empower at-risk students to take agency over their own academic development. In addition, STEM faculty will be incentivized to complete the FELI as most math courses are open to PSPP students as well as students from other learning communities.

**Math Lab:** Develop one-unit Math lab course to assist students with skill retention.

**Peer Mentoring:** Determine successful peer mentoring interventions, including review of data on past efforts. Consider best practices and lessons learned from current and past BCC peer mentoring and peer-to-peer support efforts (ESL/Global Study Buddies, PERSIST peer mentoring, PHS peer mentoring, WRAP, etc.). Pilot at least one pre-transfer foundational course or program peer-to-peer mentoring intervention (ideally in math to begin with) and at least one pre-transfer foundational course or program faculty mentoring intervention.

**Career Counseling:** Pilot and expand Launch Your Freshman Workshop as well as the connected Counseling 57 course that supports career exploration at the high schools and for incoming students at the pre-transfer level.

**Student Engagement:** Engage pre-transfer foundational students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College. More specifically, launch a pre-transfer foundational math club pilot.

**ESL Data Analysis:** Disaggregate ESL course completion data based on in-state, out-of-state domestic, and international student status to determine if gaps in outcomes exist for these distinct ESL student populations. Also, collect data on ESL students in non-ESL courses to track their academic success rates at BCC. Both efforts will begin in spring semester 2015.

**Student Testimonials:** Develop and share repository of students’ pre-transfer foundational course and program testimonials for use in student recruitment.

**Early Alert:** Revise existing early alert system, which will lead to individualized intervention plans for students at risk of failure by the end of spring semester 2015. LIS 85 should be included as a late start course that students can be directed to if, by the midterm week, they are failing courses that require large research projects

**Writing Course Size:** Continue to limit writing course size to 35 students until the first day of class and then reduce the class size cap to 30 students when the class begins. Also, explore efforts to further reduce class size for pre-transfer foundational courses.

**Service Learning:** Create and pilot Service Learning course in which students volunteer to work in the LRC, TRIO, Counseling, the Office of Instruction, Financial Aid, and Admissions and Records to build social capital by spring semester 2016.

**ESL Classroom:** Establish a dedicated ESL classroom with a built-in Chrome Book computer lab.

**Chrome Book Loaner Pilot:** Launch a PSPP Chrome Book loaner library pilot by fall semester 2015.

**DEGREE AND CERTIFICATE COMPLETION**

**Targeted Outreach:** Targeted outreach to white non-Latino and Asian students to increase degree and certificate completion prior to transfer.

**Evaluation of Placement Assessment Instruments**: Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

**Learning Community Counselors:** Continue to employ learning community counselors and outreach specialists to support learning communities and the students they serve.

**CTE Counselor:** Hire one CTE counselor and outreach specialist and two Associate’s Degree for Transfer (ADT) counselors and outreach specialists to launch the ADT Task Force to promote enrollment and support successful completion of degrees and certificates and transfer to four-year colleges by spring semester 2015.

**Faculty Advising:** Launch faculty advising to provide students an opportunity to seek guidance from academic content specialists who can support students with career exploration, major selection, and the transfer process, to pilot in spring semester 2015.

**Thematic Academic Pathways:** Develop thematic pathways to support students as they navigate the degree and major selection process for fall semester 2015, which may require realignment of the course schedule. One pathway will focus on academic exploration for students with undecided majors.

**Peer Mentorship:** Expand the role of student ambassadors (and other appropriate student group members) to support students with major selection, transfer, and program completion by providing current BCC students with the information they need to navigate these complicated decisions and make informed choices. Initiate this expansion of job duties in fall semester 2015.

**Embedded Student Success and Counseling Workshops:** Conduct counseling workshops in English 204A, English 1A, and ESL courses during the final week of class, when students do not typically meet to allow faculty time to grade student portfolios. While the English 204A, English 1A, and ESL faculty are scoring portfolios, have counselors meet with students during designated class time to provide students information about various campus services and SSSP initiatives (e.g., LEAP, ASSIST, SEPs, TAG, etc.).

**Math Acceleration:** Encourage entry-level students to take math during their first semester and continue to take math each semester until they fulfill this essential degree, certificate, and transfer requirement.

**English Acceleration:** Encourage entry-level students to take English and/or ESL during their first semester and continue to take English each semester until they fulfill this essential degree, certificate, and transfer requirement.

**Automation of Completion:** Explore automation of awarding certificates and degrees.

**Strategic Program Development:** Strategically develop new degree and certificate programs at BCC to support student demand for programs in such areas as chemistry, physics, biology, engineering, computer science, and economics, to increase degree completion. Also, create more general degree options, such as social science, general science, and humanities.

**Employment Opportunities:** Create on-campus job opportunity programs for disadvantaged student populations.

**TRANSFER**

**BCC Transfer and Career Center:** Continue to operate and expand the remarkable work of BCC’s Transfer and Career Information Center, which coordinates transfer fairs, workshops for navigating the application process, and other activities to support student transfer success. The College Transfer and Career Information Center is a resource for questions students have relating to choosing a major, a career, or selecting a transfer college or university. All materials in the Center, and all services provided, are for the purpose of helping students identify and come closer to their goals. A primary purpose of the Center is to support underrepresented students to discover and realize their career direction and educational goals, working closely with TRiO to provide special workshops and events.

**BCC Service Community:** Continue to operate and expand BCC’s Service Community, which is part of the Transfer Service Community (TSC). TSC assists students with the transfer process to four-year institutions by connecting students to resources, hosting workshops (like the Scholarship Workshop and the UC Application and Personal Statement Workshop), and holding events (such as the Leadership and Service Retreat and UC Berkeley Shadow Day).

**Four-Year Pathways:** Work closely with UCB representatives to expand the Pathways to Four-Year Universities, which is a program designed to support community college student transfer to four-year degree programs by enabling them to take UCB Summer Sessions courses and receive enhanced transfer advising. Also, explore similar partnerships with other four-year institutions.

**Community Collaboration and Effective Partnerships:** Strengthen BCC’s partnership with UCB’s Transfer Alliance Project (which provides academic advising and an intensive enrichment cohort program for low-income or first generation prospective transfer students), UC Berkeley Class Pass Program (which allows BCC students the opportunity to audit a UCB class), and Starting Point Mentorship Program (which pairs eligible community college students with current UCB student mentors). Through this partnership, increase participation in Transfer Guarantee Programs with UCs, working closely with UC representatives to iron out details. Ideally, identify minimum GPAs for various majors and ensure that SEPs include both degree completion requirements and preferred transfer coursework.

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**Evaluation of Placement Assessment Instruments:** Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

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**Fall 2015**

**COLLEGE WIDE**

**PERSIST:** On-going improvement and expansion of the PERSIST Learning Community.

**FELI:** Require all administrators, all staff, and all faculty who participate in PSPP to complete the Academy for College Excellence’s (ACE) Experiential Learning Institute (FELI—originally Faculty Experiential Learning Institute but now expanded to include administrators and staff) by spring semester 2018.

**Academic Support Index:** Modeled on the work of the 2020 Vision, create and implement Academic Support Index (ASI) to generate predictive data analytics, which will guide the decision-making about how to support student success at BCC. BCC ASI will be generated by the end of spring 2016. The ASI will be piloted in academic year 2016-2017 and rolled out for campus-wide employment in academic year 2017-2018.

**Financial Aid:** Continue to offer FAFSA application workshops to all students at BCC and further engage in outreach to target disadvantaged student populations, starting in summer semester 2015.

**Foster Youth Task Force:** Assist with the development of district-wide systems and protocols to identify, track, and evaluate the academic success of current and former foster youth by the end of spring 2015.

**Foster Youth Program:** Establish an institutionalized foster youth program housed under the dean of student services working in partnership with community organizations that serve current and former foster youth.

**SEP Alignment with Special Projects:** Align all Student Equity Plan efforts with Special Projects initiatives [which at present include BSI, AB 86 (adult education pathways), and Career Pathways Trust (CPT)] to maximize efforts and transitional resources.

**Town Halls:** Conduct town halls at least quarterly to explore the limits of campus operations and develop strategic communication plan to update BCC staff on College, PCCD, COOOO, and State policies, procedures, and protocols. Advocate for the PCCD and CCCCO to continue to engage in similar exploratory efforts and to promote change when appropriate.

**SEP Glossary:** Create a glossary of vocabulary and terms that will shift the discourse on equity by changing terms like “basic skills” and “tutoring” to “pre-transfer foundational” and “academic supports,” respectively.

**CalWORKS:** Continue to administer the California Work Opportunity and Responsibility to Kids (CalWORKs) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**EOPS:** Continue to administer the Extended Opportunity Programs and Services (EOPS) program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**CARE:** Continue to administer the Cooperative Agencies Resources for Education (CARE) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

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**DSPS Placement Assessment and Testing Technology:** Continue to permit students with disabilities the opportunity to take the placement assessment in a renovated Assistive Technology Lab. Also, continue to augment assistive technology in mainstream labs to increase DSPS student access to these facilities for placement assessment as not all students with disabilities require placement testing in the conventional Assistive Technology lab. Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years. Also, ensure that placement assessment ensures proper placement for all students, especially English learners.

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**Dreamer’s Task Force:** Continue and expand the efforts of the recently formed BCC Dreamers Task Force. This task force calls for collaboration across instructional and student services departments and includes faculty, staff, students, and administrators at BCC. The task force aims to increase awareness about the multiple barriers faced by undocumented students and further develop resources on campus to support this growing student population, such as outreach materials; scholarships; planning and collaboration with feeder school counselors; and educating the campus-at-large about the needs of undocumented students. Future activities will include a formalized scholarship fundraising campaign, a data collection and analysis plan, a sub-site on the BCC website with resources and information for Dreamers, and a Dreamer resource center.

**Student Testimonials:** Develop and share repository of testimonials, for use in student recruitment, from students who started in pre-transfer foundational courses and then went on to successfully complete transfer-level courses.

**PRETRANSFER FOUNDATIONAL COURSE COMPLETION**

**Learning Communities:** Expand, assess, and revise transfer-level learning communities, specifically First Year Experience (FYE) and the Program for Adult College Education (PACE). These learning communities support student success because of their use of early alert and mandatory homework labs.

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**Embedded Tutors and Homework Labs:** Expand homework labs with embedded in-class tutors for students with pre-transfer level English, ESL and math skills in transfer-level courses in learning communities.

Enhance collaboration between Statistics and Pre-Statistics faculty to create interventions to support student success in both courses, including the placement of embedded tutors in Math 206 sections with complementary homework labs by the start of spring semester 2015.

Expand embedded math tutoring in Math 13 sections with complementary homework labs by the start of fall semester 2015.

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Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include the formation of a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years.

**Student Engagement:** Engage transfer-level students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College.

**TRANSFER COURSE COMPLETION**

**Community Collaboration and Effective Partnerships:** Continue to provide resources for pre-transfer foundational course and program faculty and staff to work on partnership development with school districts, adult schools, and community organizations to ensure seamless transition of students to BCC. This activity will include the expansion of PSPP as well as formalization of PERSIST to College, a concurrent enrollment program for high school juniors and seniors performing at the pre-transfer level.

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Though the thinking behind the above-mentioned educational approach is intuitive for many critical educators, there has not been a clear training program for teachers who are interested in honing their pedagogy so that they can devise ways to empower students to be critical learners in the non-STEM as well as STEM subjects. Thus, BCC proposes the creation of an ongoing professional development symposium through the Teaching and Learning Center (TLC) for interested BCC employees who will:

* + Provide cultural-competency training series for administrators and classified staff through the TLC with a focus on equity and diversity (which will include training on working with students with disabilities);
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**Writing Course Size:** Continue to limit writing course size to 35 students until the first day of class and then reduce the class size cap to 30 students when the class begins. Also, explore efforts to further reduce class size for pre-transfer foundational courses.

**Service Learning:** Create and pilot Service Learning course in which students volunteer to work in the LRC, TRIO, Counseling, the Office of Instruction, Financial Aid, and Admissions and Records to build social capital by spring semester 2016.

**ESL Classroom:** Establish a dedicated ESL classroom with a built-in Chrome Book computer lab.

**Chrome Book Loaner Pilot:** Launch a PSPP Chrome Book loaner library pilot by fall semester 2015.

**DEGREE AND CERTIFICATE COMPLETION**

**Targeted Outreach:** Targeted outreach to white non-Latino and Asian students to increase degree and certificate completion prior to transfer.

**Evaluation of Placement Assessment Instruments**: Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

**Learning Community Counselors:** Continue to employ learning community counselors and outreach specialists to support learning communities and the students they serve.

**CTE Counselor:** Hire one CTE counselor and outreach specialist and two Associate’s Degree for Transfer (ADT) counselors and outreach specialists to launch the ADT Task Force to promote enrollment and support successful completion of degrees and certificates and transfer to four-year colleges by spring semester 2015.

**Faculty Advising:** Launch faculty advising to provide students an opportunity to seek guidance from academic content specialists who can support students with career exploration, major selection, and the transfer process, to pilot in spring semester 2015.

**Thematic Academic Pathways:** Develop thematic pathways to support students as they navigate the degree and major selection process for fall semester 2015, which may require realignment of the course schedule. One pathway will focus on academic exploration for students with undecided majors.

**Peer Mentorship:** Expand the role of student ambassadors (and other appropriate student group members) to support students with major selection, transfer, and program completion by providing current BCC students with the information they need to navigate these complicated decisions and make informed choices. Initiate this expansion of job duties in fall semester 2015.

**Embedded Student Success and Counseling Workshops:** Conduct counseling workshops in English 204A, English 1A, and ESL courses during the final week of class, when students do not typically meet to allow faculty time to grade student portfolios. While the English 204A, English 1A, and ESL faculty are scoring portfolios, have counselors meet with students during designated class time to provide students information about various campus services and SSSP initiatives (e.g., LEAP, ASSIST, SEPs, TAG, etc.).

**Math Acceleration:** Encourage entry-level students to take math during their first semester and continue to take math each semester until they fulfill this essential degree, certificate, and transfer requirement.

**English Acceleration:** Encourage entry-level students to take English and/or ESL during their first semester and continue to take English each semester until they fulfill this essential degree, certificate, and transfer requirement.

**Automation of Completion:** Explore automation of awarding certificates and degrees.

**Strategic Program Development:** Strategically develop new degree and certificate programs at BCC to support student demand for programs in such areas as chemistry, physics, biology, engineering, computer science, and economics, to increase degree completion. Also, create more general degree options, such as social science, general science, and humanities.

**Employment Opportunities:** Create on-campus job opportunity programs for disadvantaged student populations.

**Spring 2016**

**COLLEGE WIDE**

**PERSIST:** On-going improvement and expansion of the PERSIST Learning Community.

**FELI:** Require all administrators, all staff, and all faculty who participate in PSPP to complete the Academy for College Excellence’s (ACE) Experiential Learning Institute (FELI—originally Faculty Experiential Learning Institute but now expanded to include administrators and staff) by spring semester 2018.

**Academic Support Index:** Modeled on the work of the 2020 Vision, create and implement Academic Support Index (ASI) to generate predictive data analytics, which will guide the decision-making about how to support student success at BCC. BCC ASI will be generated by the end of spring 2016. The ASI will be piloted in academic year 2016-2017 and rolled out for campus-wide employment in academic year 2017-2018.

**Financial Aid:** Continue to offer FAFSA application workshops to all students at BCC and further engage in outreach to target disadvantaged student populations, starting in summer semester 2015.

**Foster Youth Task Force:** Assist with the development of district-wide systems and protocols to identify, track, and evaluate the academic success of current and former foster youth by the end of spring 2015.

**Foster Youth Program:** Establish an institutionalized foster youth program housed under the dean of student services working in partnership with community organizations that serve current and former foster youth.

**SEP Alignment with Special Projects:** Align all Student Equity Plan efforts with Special Projects initiatives [which at present include BSI, AB 86 (adult education pathways), and Career Pathways Trust (CPT)] to maximize efforts and transitional resources.

**Town Halls:** Conduct town halls at least quarterly to explore the limits of campus operations and develop strategic communication plan to update BCC staff on College, PCCD, COOOO, and State policies, procedures, and protocols. Advocate for the PCCD and CCCCO to continue to engage in similar exploratory efforts and to promote change when appropriate.

**SEP Glossary:** Create a glossary of vocabulary and terms that will shift the discourse on equity by changing terms like “basic skills” and “tutoring” to “pre-transfer foundational” and “academic supports,” respectively.

**CalWORKS:** Continue to administer the California Work Opportunity and Responsibility to Kids (CalWORKs) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**EOPS:** Continue to administer the Extended Opportunity Programs and Services (EOPS) program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**CARE:** Continue to administer the Cooperative Agencies Resources for Education (CARE) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**DSPS:** Continue to administer the Disabled Students Programs and Services (DSPS) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**Disability Awareness Week:** Working closely with the Public and Human Services program and Campus Life, organize an annual Disability Awareness Week to celebrate rather than stigmatize physical, intellectual, developmental, and emotional disabilities, starting in spring semester 2016.

**TRiO:** Continue to administer the Federal TRiO Program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**Veteran’s Resource Center:** BCC recently developed a Veteran’s Resource Center as an extension of the Veteran’s Affairs Office. Continue to administer and expand programs serving active military and veteran students. In addition, link students served by this initiative with other equity efforts on campus.

**Health and Wellness Services:** Work with PCCD to restructure the delivery of health and wellness services at BCC. A workgroup is currently exploring options and developing a new program model.

**Speaker Series:** Coordinate a speaker series with leading scholars in the field of equity to foster transparent conversations on campus about diversity and institutional reform based on scholarship.

**SEP Pledge:** Fulfill the College’s pledge to pull data each semester to track BCC’s progress in reaching the ambitious Student Equity Plan goals. The collection of data will be coupled with robust professional development to increase data access-capacity, including the development of a data plan (quantitative and qualitative data gathering) to measure desired outcomes, which will include the appointment of a chief diversity officer and SSSP coordinator/administrator.

**Campus Engagement:** Increase faculty and staff data access and capacity including monthly trainings on PCCD, local, state, and federal data tools (e.g., business intelligence tool access, CalPASS, Launchpad, Scorecard, etc.). All department chairs, program coordinators, and learning community coordinators will be trained on the business intelligence tool and given guidance on how to request and analyze data based on queries by the end of spring semester 2015.

**Faculty and Staff Data Training:** Faculty and staff training on developing measurable outcomes and data plans will ensure data are available to assess progress by the end of fall semester 2015.

**CBO Registry:** Compile a registry of all K-12, adult school, employer, and community organizations as well as a registry of CTE and non-CTE advisory boards with their respective member contact information to promote transparent governance and open lines of communication with invested community stakeholders.

**ACCESS**

**Targeted Student Recruitment:** Develop a proactive, strategic, and data-informed recruitment plan that specifically targets active military and veteran applicants. This campaign should include special outreach efforts to ESL and pre-transfer level students and communicate the increased transferability of coursework in these areas. Continue to develop pathways for adult school and high school students to transition into BCC, targeting the special population indicated above.

**Outreach:** Connect and outreach to high schools, local churches, adult schools, and community based organizations to target active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities.

**Alumni Ambassadors:** Expand existing alumni mentorship programs. Alumni, in the form of ambassadors (and other appropriate student group members such as BCC Transfer Service Community), help to coordinate on campus and off campus events for prospective and incoming students.

**K-12 Workshops:** Conduct workshops at regional middle schools and highs schools that aim to de-stigmatize popular perceptions of community colleges.

**CTE Articulation:** Continue to build and expand CTE pathways and articulation agreements with regional high schools and adult schools.

**Adult School Partnership:** Offer GED courses in partnership with adult schools beginning in spring semester 2015 to help more disadvantaged students qualify for financial aid.

**Specialized Orientations:** Pilot three customized supplemental orientations for students with disabilities, active military and veteran students, and current and former foster youth enrolled at BCC starting by fall semester 2016.

**Practice Placement Assessment:** Promote a practice placement assessment test for high school student and adult learners by spring semester 2016.

**Expanded Placement Assessment:** Expand placement assessment sessions for high school students starting in spring semester 2015.

**Multiple Measures and Validation of Placement Assessment:** Complete the validation of placement assessment instruments and development of multiple measures to streamline the transition of pre-transfer students into transfer-level courses by the end of spring semester 2015. In November 2014, PCCD completed the 2014 Consequential Validity Survey Report to measure the validity of the District’s placement assessment instrument. Results suggest PCCD’s placement process may be systematically misplacing students. A significant proportion of students responded that they were over-prepared for their lower level English and math courses. This pattern agrees with recent research by Belfield and Crosta (2012) and Scott-Clayton (2012) showing that colleges using the COMPASS placement tended to under-place students. Under-placement of students is a critical problem as it negatively impacts student outcomes by placing unnecessary hurdles between a student and program completion and/or transfer. BCC will continue to collaborate with instructional faculty to explore multiple methods for placement.

**BCC/PCCD Application Process:** Streamline the application and enrollment process through SSSP planning as many pre-transfer foundational students are unable to navigate entry into the College. Working with the District, revamp the application process by Spring 2016.

**DSPS Placement Assessment and Testing Technology:** Continue to permit students with disabilities the opportunity to take the placement assessment in a renovated Assistive Technology Lab. Also, continue to augment assistive technology in mainstream labs to increase DSPS student access to these facilities for placement assessment as not all students with disabilities require placement testing in the conventional Assistive Technology lab. Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years. Also, ensure that placement assessment ensures proper placement for all students, especially English learners.

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**Student Testimonials:** Develop and share repository of testimonials, for use in student recruitment, from students who started in pre-transfer foundational courses and then went on to successfully complete transfer-level courses.

**Annual Student Equity Plan Updates**: Each year, from 2015 to 2018, the chief diversity officer and SSSP coordinator/administrator will collaborate with the institutional researcher to update the data presented in the Student Equity Plan to track progress and drive the work of the Student Equity Plan Task Force to ensure the College meets all three-year goals.

**Focus Groups**: Five focus groups will be held annually. Two focus groups will center on the experiences of ethnic minority student populations—one focus group for African American students and a second for Latino students. Three focus groups will comprise special populations: students with disabilities, active military and veteran students, and current and former foster youth.

**Campus Climate Surveys**: To triangulate the focus group findings, students who participate in various programs that aim to close the equity gap will be required to complete pre-semester surveys at the start of each semester in order to obtain services from these programs. They will then be expected to complete a post-semester survey to measure the impact of these programs on their academic progress. These programs will include PSPP, Veterans Affairs, TRiO, and EOPS. DSPS students will be encouraged but cannot be required to participate.

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**ESL Classroom:** Establish a dedicated ESL classroom with a built-in Chrome Book computer lab.

**DEGREE AND CERTIFICATE COMPLETION**

**Targeted Outreach:** Targeted outreach to white non-Latino and Asian students to increase degree and certificate completion prior to transfer.

**Evaluation of Placement Assessment Instruments**: Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

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**TRANSFER**

**BCC Transfer and Career Center:** Continue to operate and expand the remarkable work of BCC’s Transfer and Career Information Center, which coordinates transfer fairs, workshops for navigating the application process, and other activities to support student transfer success. The College Transfer and Career Information Center is a resource for questions students have relating to choosing a major, a career, or selecting a transfer college or university. All materials in the Center, and all services provided, are for the purpose of helping students identify and come closer to their goals. A primary purpose of the Center is to support underrepresented students to discover and realize their career direction and educational goals, working closely with TRiO to provide special workshops and events.

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**EVALUATION**

**Evaluation of Usage and Impact of Student Success Supports and Interventions:** The institutional researcher will be charged with the formation of mechanisms and systems to conduct campus-wide exploration of the benefits and limitations of the various student services provided at BCC. This data will inform refinement and revision of equity efforts on campus starting in summer semester 2015.

* Assessment
* Orientation
* Library
* LRC
* Early alert
* TLC Professional development
* Professional Development Committee
* Financial Aid Workshops
* Transfer Center
* BCC Service Community
* DSPS
* Veteran’s Resource Center and Veteran’s Affairs Office
* EOPS
* CARE
* TRiO
* CalWORKS
* International Student Office
* Student Ambassadors
* Alumni Ambassadors
* Learning Communities (including BCC Scholars Program)

**Summer 2016**

**COLLEGE WIDE**

**PERSIST:** On-going improvement and expansion of the PERSIST Learning Community.

**FELI:** Require all administrators, all staff, and all faculty who participate in PSPP to complete the Academy for College Excellence’s (ACE) Experiential Learning Institute (FELI—originally Faculty Experiential Learning Institute but now expanded to include administrators and staff) by spring semester 2018.

**Academic Support Index:** Modeled on the work of the 2020 Vision, create and implement Academic Support Index (ASI) to generate predictive data analytics, which will guide the decision-making about how to support student success at BCC. BCC ASI will be generated by the end of spring 2016. The ASI will be piloted in academic year 2016-2017 and rolled out for campus-wide employment in academic year 2017-2018.

**Financial Aid:** Continue to offer FAFSA application workshops to all students at BCC and further engage in outreach to target disadvantaged student populations, starting in summer semester 2015.

**Foster Youth Task Force:** Assist with the development of district-wide systems and protocols to identify, track, and evaluate the academic success of current and former foster youth by the end of spring 2015.

**Foster Youth Program:** Establish an institutionalized foster youth program housed under the dean of student services working in partnership with community organizations that serve current and former foster youth.

**SEP Alignment with Special Projects:** Align all Student Equity Plan efforts with Special Projects initiatives [which at present include BSI, AB 86 (adult education pathways), and Career Pathways Trust (CPT)] to maximize efforts and transitional resources.

**Town Halls:** Conduct town halls at least quarterly to explore the limits of campus operations and develop strategic communication plan to update BCC staff on College, PCCD, COOOO, and State policies, procedures, and protocols. Advocate for the PCCD and CCCCO to continue to engage in similar exploratory efforts and to promote change when appropriate.

**SEP Glossary:** Create a glossary of vocabulary and terms that will shift the discourse on equity by changing terms like “basic skills” and “tutoring” to “pre-transfer foundational” and “academic supports,” respectively.

**CalWORKS:** Continue to administer the California Work Opportunity and Responsibility to Kids (CalWORKs) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**EOPS:** Continue to administer the Extended Opportunity Programs and Services (EOPS) program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**CARE:** Continue to administer the Cooperative Agencies Resources for Education (CARE) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**DSPS:** Continue to administer the Disabled Students Programs and Services (DSPS) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**Disability Awareness Week:** Working closely with the Public and Human Services program and Campus Life, organize an annual Disability Awareness Week to celebrate rather than stigmatize physical, intellectual, developmental, and emotional disabilities, starting in spring semester 2016.

**TRiO:** Continue to administer the Federal TRiO Program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**Veteran’s Resource Center:** BCC recently developed a Veteran’s Resource Center as an extension of the Veteran’s Affairs Office. Continue to administer and expand programs serving active military and veteran students. In addition, link students served by this initiative with other equity efforts on campus.

**Health and Wellness Services:** Work with PCCD to restructure the delivery of health and wellness services at BCC. A workgroup is currently exploring options and developing a new program model.

**Speaker Series:** Coordinate a speaker series with leading scholars in the field of equity to foster transparent conversations on campus about diversity and institutional reform based on scholarship.

**SEP Pledge:** Fulfill the College’s pledge to pull data each semester to track BCC’s progress in reaching the ambitious Student Equity Plan goals. The collection of data will be coupled with robust professional development to increase data access-capacity, including the development of a data plan (quantitative and qualitative data gathering) to measure desired outcomes, which will include the appointment of a chief diversity officer and SSSP coordinator/administrator.

**Campus Engagement:** Increase faculty and staff data access and capacity including monthly trainings on PCCD, local, state, and federal data tools (e.g., business intelligence tool access, CalPASS, Launchpad, Scorecard, etc.). All department chairs, program coordinators, and learning community coordinators will be trained on the business intelligence tool and given guidance on how to request and analyze data based on queries by the end of spring semester 2015.

**Faculty and Staff Data Training:** Faculty and staff training on developing measurable outcomes and data plans will ensure data are available to assess progress by the end of fall semester 2015.

**CBO Registry:** Compile a registry of all K-12, adult school, employer, and community organizations as well as a registry of CTE and non-CTE advisory boards with their respective member contact information to promote transparent governance and open lines of communication with invested community stakeholders.

**ACCESS**

**Targeted Student Recruitment:** Develop a proactive, strategic, and data-informed recruitment plan that specifically targets active military and veteran applicants. This campaign should include special outreach efforts to ESL and pre-transfer level students and communicate the increased transferability of coursework in these areas. Continue to develop pathways for adult school and high school students to transition into BCC, targeting the special population indicated above.

**Outreach:** Connect and outreach to high schools, local churches, adult schools, and community based organizations to target active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities.

**Alumni Ambassadors:** Expand existing alumni mentorship programs. Alumni, in the form of ambassadors (and other appropriate student group members such as BCC Transfer Service Community), help to coordinate on campus and off campus events for prospective and incoming students.

**K-12 Workshops:** Conduct workshops at regional middle schools and highs schools that aim to de-stigmatize popular perceptions of community colleges.

**CTE Articulation:** Continue to build and expand CTE pathways and articulation agreements with regional high schools and adult schools.

**STEM-CTE Summer Bridge Pilot:** Pilot a STEM-CTE focused summer bridge program for incoming BCC students in summer semester 2016.

**Adult School Partnership:** Offer GED courses in partnership with adult schools beginning in spring semester 2015 to help more disadvantaged students qualify for financial aid.

**Specialized Orientations:** Pilot three customized supplemental orientations for students with disabilities, active military and veteran students, and current and former foster youth enrolled at BCC starting by fall semester 2016.

**Practice Placement Assessment:** Promote a practice placement assessment test for high school student and adult learners by spring semester 2016.

**Expanded Placement Assessment:** Expand placement assessment sessions for high school students starting in spring semester 2015.

**DSPS Placement Assessment and Testing Technology:** Continue to permit students with disabilities the opportunity to take the placement assessment in a renovated Assistive Technology Lab. Also, continue to augment assistive technology in mainstream labs to increase DSPS student access to these facilities for placement assessment as not all students with disabilities require placement testing in the conventional Assistive Technology lab. Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years. Also, ensure that placement assessment ensures proper placement for all students, especially English learners.

**Book Voucher Program:** Target and expand existing book voucher programs to active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities. Expand the collection of textbooks in the BCC Library as well.

**Dreamer’s Task Force:** Continue and expand the efforts of the recently formed BCC Dreamers Task Force. This task force calls for collaboration across instructional and student services departments and includes faculty, staff, students, and administrators at BCC. The task force aims to increase awareness about the multiple barriers faced by undocumented students and further develop resources on campus to support this growing student population, such as outreach materials; scholarships; planning and collaboration with feeder school counselors; and educating the campus-at-large about the needs of undocumented students. Future activities will include a formalized scholarship fundraising campaign, a data collection and analysis plan, a sub-site on the BCC website with resources and information for Dreamers, and a Dreamer resource center.

**Student Testimonials:** Develop and share repository of testimonials, for use in student recruitment, from students who started in pre-transfer foundational courses and then went on to successfully complete transfer-level courses.

**PRETRANSFER FOUNDATIONAL COURSE COMPLETION**

**Learning Communities:** Expand, assess, and revise transfer-level learning communities, specifically First Year Experience (FYE) and the Program for Adult College Education (PACE). These learning communities support student success because of their use of early alert and mandatory homework labs.

**Accelerated English:** Double the number of accelerated, pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point to increase students’ success in English 1A. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Accelerated Math:** Math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013). Therefore, BCC will double the number of accelerated, pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Embedded Tutors and Homework Labs:** Expand homework labs with embedded in-class tutors for students with pre-transfer level English, ESL and math skills in transfer-level courses in learning communities.

Enhance collaboration between Statistics and Pre-Statistics faculty to create interventions to support student success in both courses, including the placement of embedded tutors in Math 206 sections with complementary homework labs by the start of spring semester 2015.

Expand embedded math tutoring in Math 13 sections with complementary homework labs by the start of fall semester 2015.

**Technology:** Purchase computer carts and set up computer labs in the new building to accommodate new lab sections. Purchase with specialized software to accommodate new lab sections.

Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include the formation of a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years.

**Student Engagement:** Engage transfer-level students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College.

**TRANSFER COURSE COMPLETION**

**Community Collaboration and Effective Partnerships:** Continue to provide resources for pre-transfer foundational course and program faculty and staff to work on partnership development with school districts, adult schools, and community organizations to ensure seamless transition of students to BCC. This activity will include the expansion of PSPP as well as formalization of PERSIST to College, a concurrent enrollment program for high school juniors and seniors performing at the pre-transfer level.

**Innovative ESL Assessment:** Continued funding of innovative ESL assessment efforts. BCC recently piloted self-assessment for both international and domestic ESL students, which needs to be validated to determine if it has led to an increase in appropriate course placement.

**Multiple Methods:** On-going development of alternative placement assessment in English and math. BCC recently adopted a policy of accepting applicants for automatic placement in English 1A for new BCC students with a cumulative high school grade point average of 3.3. Articulation agreements with K-12 institutions are under development. Continue to foster these relationships and formalize partnerships to transition pre-transfer level high school students into transfer level courses at BCC.

**ESL Outreach:** Provide direct outreach to community regarding the opportunity for ESL assessment and orientation, as well as the ESL Pathways (also known as LEAP) learning community one-stop assessment, orientation, and registration.

**Professional Development:** Provide professional development and resources to the BCC student ambassadors, tutors, computer lab and library student workers, and work-study students across campus to assist with this critical transitional work. The LRC faculty advisors and PSPP faculty and counselor leads will collect data on the achievements and challenges that the mentors have gathered from their work with their mentees and use that data to redesign and refine programs and services.

**Mentorship of Pre-Transfer Level Students:** Engage student ambassadors (and other appropriate student group members), alumni ambassadors, and pre-transfer foundational course and program alumni to support outreach and mentorship regarding the matriculation process.

**English Acceleration Expansion:** Double the number of accelerated pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building with specialized software to accommodate new lab sections.

**ESL Course Expansion:** Double the number of ESL high intermediate advanced reading and writing courses by spring semester 2017 as BCC is currently not meeting demand.

**Math Acceleration Expansion:** Double the number of accelerated pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. This is extremely important as math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013).

**Online Math Tutoring:** Launch an online math tutoring pilot and continue with the online writing coach sessions during spring 2015 to formalize by fall semester 2015.

**Diversity Intern Program:** Working through the Diversity Intern Program, recruit additional math faculty, particularly those with professional experience that includes practical application of math to help students understand the importance of math to their education and lives.

**Zero Credit Courses:** Provide no credit, low stakes, pass/no pass pre-transfer foundational courses and partner with the adult schools to offer GED and foundational courses at both BCC and the adult school campuses.

**Biology Pre-Transfer Support:** Continue the Biology Boot Camp pilot and develop a foundational skills Math Boot Camp pilot as well as a pilot to prepare students for the college experience. Both boot camps should include embedded tutors. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**STEM Faculty Collaboration:** Science and math faculty will come together as STEM (Science, Technology, Engineering and Mathematics) educators to create a student academic success plan that will include innovative ways of teaching the subject, professional development for math faculty, and possibly a retreat with faculty from other campuses to share best practices.

Though the thinking behind the above-mentioned educational approach is intuitive for many critical educators, there has not been a clear training program for teachers who are interested in honing their pedagogy so that they can devise ways to empower students to be critical learners in the non-STEM as well as STEM subjects. Thus, BCC proposes the creation of an ongoing professional development symposium through the Teaching and Learning Center (TLC) for interested BCC employees who will:

* + Provide cultural-competency training series for administrators and classified staff through the TLC with a focus on equity and diversity (which will include training on working with students with disabilities);
	+ Discuss best practices in ensuring educational equity;
	+ Discuss the development of student voice, agency and power;
	+ Bring to bear questions around entrenched institutionalized and individualized ideological predispositions;
	+ Introduce staff to practices commensurate with the development of high order empathy;
	+ Allocate space and time for faculty inquiry and collaboration, including stipends for part-time faculty to participate.
	+ Host two FELIs per year to train instructional and non-instructional faculty how to empower at-risk students to take agency over their own academic development. In addition, STEM faculty will be incentivized to complete the FELI as most math courses are open to PSPP students as well as students from other learning communities.

**Math Lab:** Develop one-unit Math lab course to assist students with skill retention.

**Peer Mentoring:** Determine successful peer mentoring interventions, including review of data on past efforts. Consider best practices and lessons learned from current and past BCC peer mentoring and peer-to-peer support efforts (ESL/Global Study Buddies, PERSIST peer mentoring, PHS peer mentoring, WRAP, etc.). Pilot at least one pre-transfer foundational course or program peer-to-peer mentoring intervention (ideally in math to begin with) and at least one pre-transfer foundational course or program faculty mentoring intervention.

**Career Counseling:** Pilot and expand Launch Your Freshman Workshop as well as the connected Counseling 57 course that supports career exploration at the high schools and for incoming students at the pre-transfer level.

**Student Engagement:** Engage pre-transfer foundational students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College. More specifically, launch a pre-transfer foundational math club pilot.

**ESL Data Analysis:** Disaggregate ESL course completion data based on in-state, out-of-state domestic, and international student status to determine if gaps in outcomes exist for these distinct ESL student populations. Also, collect data on ESL students in non-ESL courses to track their academic success rates at BCC. Both efforts will begin in spring semester 2015.

**Student Testimonials:** Develop and share repository of students’ pre-transfer foundational course and program testimonials for use in student recruitment.

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**Fall 2016**

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**ACCESS**

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**Student Testimonials:** Develop and share repository of testimonials, for use in student recruitment, from students who started in pre-transfer foundational courses and then went on to successfully complete transfer-level courses.

**PRETRANSFER FOUNDATIONAL COURSE COMPLETION**

**Learning Communities:** Expand, assess, and revise transfer-level learning communities, specifically First Year Experience (FYE) and the Program for Adult College Education (PACE). These learning communities support student success because of their use of early alert and mandatory homework labs.

**Accelerated English:** Double the number of accelerated, pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point to increase students’ success in English 1A. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Accelerated Math:** Math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013). Therefore, BCC will double the number of accelerated, pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Embedded Tutors and Homework Labs:** Expand homework labs with embedded in-class tutors for students with pre-transfer level English, ESL and math skills in transfer-level courses in learning communities.

Enhance collaboration between Statistics and Pre-Statistics faculty to create interventions to support student success in both courses, including the placement of embedded tutors in Math 206 sections with complementary homework labs by the start of spring semester 2015.

Expand embedded math tutoring in Math 13 sections with complementary homework labs by the start of fall semester 2015.

**Technology:** Purchase computer carts and set up computer labs in the new building to accommodate new lab sections. Purchase with specialized software to accommodate new lab sections.

Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include the formation of a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years.

**Student Engagement:** Engage transfer-level students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College.

**DEGREE AND CERTIFICATE COMPLETION**

**Targeted Outreach:** Targeted outreach to white non-Latino and Asian students to increase degree and certificate completion prior to transfer.

**Evaluation of Placement Assessment Instruments**: Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

**Learning Community Counselors:** Continue to employ learning community counselors and outreach specialists to support learning communities and the students they serve.

**CTE Counselor:** Hire one CTE counselor and outreach specialist and two Associate’s Degree for Transfer (ADT) counselors and outreach specialists to launch the ADT Task Force to promote enrollment and support successful completion of degrees and certificates and transfer to four-year colleges by spring semester 2015.

**Faculty Advising:** Launch faculty advising to provide students an opportunity to seek guidance from academic content specialists who can support students with career exploration, major selection, and the transfer process, to pilot in spring semester 2015.

**Thematic Academic Pathways:** Develop thematic pathways to support students as they navigate the degree and major selection process for fall semester 2015, which may require realignment of the course schedule. One pathway will focus on academic exploration for students with undecided majors.

**Peer Mentorship:** Expand the role of student ambassadors (and other appropriate student group members) to support students with major selection, transfer, and program completion by providing current BCC students with the information they need to navigate these complicated decisions and make informed choices. Initiate this expansion of job duties in fall semester 2015.

**Embedded Student Success and Counseling Workshops:** Conduct counseling workshops in English 204A, English 1A, and ESL courses during the final week of class, when students do not typically meet to allow faculty time to grade student portfolios. While the English 204A, English 1A, and ESL faculty are scoring portfolios, have counselors meet with students during designated class time to provide students information about various campus services and SSSP initiatives (e.g., LEAP, ASSIST, SEPs, TAG, etc.).

**Math Acceleration:** Encourage entry-level students to take math during their first semester and continue to take math each semester until they fulfill this essential degree, certificate, and transfer requirement.

**English Acceleration:** Encourage entry-level students to take English and/or ESL during their first semester and continue to take English each semester until they fulfill this essential degree, certificate, and transfer requirement.

**Automation of Completion:** Explore automation of awarding certificates and degrees.

**Strategic Program Development:** Strategically develop new degree and certificate programs at BCC to support student demand for programs in such areas as chemistry, physics, biology, engineering, computer science, and economics, to increase degree completion. Also, create more general degree options, such as social science, general science, and humanities.

**Employment Opportunities:** Create on-campus job opportunity programs for disadvantaged student populations.

**TRANSFER COURSE COMPLETION**

**Community Collaboration and Effective Partnerships:** Continue to provide resources for pre-transfer foundational course and program faculty and staff to work on partnership development with school districts, adult schools, and community organizations to ensure seamless transition of students to BCC. This activity will include the expansion of PSPP as well as formalization of PERSIST to College, a concurrent enrollment program for high school juniors and seniors performing at the pre-transfer level.

**Innovative ESL Assessment:** Continued funding of innovative ESL assessment efforts. BCC recently piloted self-assessment for both international and domestic ESL students, which needs to be validated to determine if it has led to an increase in appropriate course placement.

**Multiple Methods:** On-going development of alternative placement assessment in English and math. BCC recently adopted a policy of accepting applicants for automatic placement in English 1A for new BCC students with a cumulative high school grade point average of 3.3. Articulation agreements with K-12 institutions are under development. Continue to foster these relationships and formalize partnerships to transition pre-transfer level high school students into transfer level courses at BCC.

**ESL Outreach:** Provide direct outreach to community regarding the opportunity for ESL assessment and orientation, as well as the ESL Pathways (also known as LEAP) learning community one-stop assessment, orientation, and registration.

**Professional Development:** Provide professional development and resources to the BCC student ambassadors, tutors, computer lab and library student workers, and work-study students across campus to assist with this critical transitional work. The LRC faculty advisors and PSPP faculty and counselor leads will collect data on the achievements and challenges that the mentors have gathered from their work with their mentees and use that data to redesign and refine programs and services.

**Mentorship of Pre-Transfer Level Students:** Engage student ambassadors (and other appropriate student group members), alumni ambassadors, and pre-transfer foundational course and program alumni to support outreach and mentorship regarding the matriculation process.

**English Acceleration Expansion:** Double the number of accelerated pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building with specialized software to accommodate new lab sections.

**ESL Course Expansion:** Double the number of ESL high intermediate advanced reading and writing courses by spring semester 2017 as BCC is currently not meeting demand.

**Math Acceleration Expansion:** Double the number of accelerated pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. This is extremely important as math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013).

**Online Math Tutoring:** Launch an online math tutoring pilot and continue with the online writing coach sessions during spring 2015 to formalize by fall semester 2015.

**Diversity Intern Program:** Working through the Diversity Intern Program, recruit additional math faculty, particularly those with professional experience that includes practical application of math to help students understand the importance of math to their education and lives.

**Zero Credit Courses:** Provide no credit, low stakes, pass/no pass pre-transfer foundational courses and partner with the adult schools to offer GED and foundational courses at both BCC and the adult school campuses.

**Biology Pre-Transfer Support:** Continue the Biology Boot Camp pilot and develop a foundational skills Math Boot Camp pilot as well as a pilot to prepare students for the college experience. Both boot camps should include embedded tutors. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**STEM Faculty Collaboration:** Science and math faculty will come together as STEM (Science, Technology, Engineering and Mathematics) educators to create a student academic success plan that will include innovative ways of teaching the subject, professional development for math faculty, and possibly a retreat with faculty from other campuses to share best practices.

Though the thinking behind the above-mentioned educational approach is intuitive for many critical educators, there has not been a clear training program for teachers who are interested in honing their pedagogy so that they can devise ways to empower students to be critical learners in the non-STEM as well as STEM subjects. Thus, BCC proposes the creation of an ongoing professional development symposium through the Teaching and Learning Center (TLC) for interested BCC employees who will:

* + Provide cultural-competency training series for administrators and classified staff through the TLC with a focus on equity and diversity (which will include training on working with students with disabilities);
	+ Discuss best practices in ensuring educational equity;
	+ Discuss the development of student voice, agency and power;
	+ Bring to bear questions around entrenched institutionalized and individualized ideological predispositions;
	+ Introduce staff to practices commensurate with the development of high order empathy;
	+ Allocate space and time for faculty inquiry and collaboration, including stipends for part-time faculty to participate.
	+ Host two FELIs per year to train instructional and non-instructional faculty how to empower at-risk students to take agency over their own academic development. In addition, STEM faculty will be incentivized to complete the FELI as most math courses are open to PSPP students as well as students from other learning communities.

**Math Lab:** Develop one-unit Math lab course to assist students with skill retention.

**Peer Mentoring:** Determine successful peer mentoring interventions, including review of data on past efforts. Consider best practices and lessons learned from current and past BCC peer mentoring and peer-to-peer support efforts (ESL/Global Study Buddies, PERSIST peer mentoring, PHS peer mentoring, WRAP, etc.). Pilot at least one pre-transfer foundational course or program peer-to-peer mentoring intervention (ideally in math to begin with) and at least one pre-transfer foundational course or program faculty mentoring intervention.

**Career Counseling:** Pilot and expand Launch Your Freshman Workshop as well as the connected Counseling 57 course that supports career exploration at the high schools and for incoming students at the pre-transfer level.

**Student Engagement:** Engage pre-transfer foundational students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College. More specifically, launch a pre-transfer foundational math club pilot.

**ESL Data Analysis:** Disaggregate ESL course completion data based on in-state, out-of-state domestic, and international student status to determine if gaps in outcomes exist for these distinct ESL student populations. Also, collect data on ESL students in non-ESL courses to track their academic success rates at BCC. Both efforts will begin in spring semester 2015.

**Student Testimonials:** Develop and share repository of students’ pre-transfer foundational course and program testimonials for use in student recruitment.

**Early Alert:** Revise existing early alert system, which will lead to individualized intervention plans for students at risk of failure by the end of spring semester 2015. LIS 85 should be included as a late start course that students can be directed to if, by the midterm week, they are failing courses that require large research projects

**Writing Course Size:** Continue to limit writing course size to 35 students until the first day of class and then reduce the class size cap to 30 students when the class begins. Also, explore efforts to further reduce class size for pre-transfer foundational courses.

**Service Learning:** Create and pilot Service Learning course in which students volunteer to work in the LRC, TRIO, Counseling, the Office of Instruction, Financial Aid, and Admissions and Records to build social capital by spring semester 2016.

**ESL Classroom:** Establish a dedicated ESL classroom with a built-in Chrome Book computer lab.

**TRANSFER**

**BCC Transfer and Career Center:** Continue to operate and expand the remarkable work of BCC’s Transfer and Career Information Center, which coordinates transfer fairs, workshops for navigating the application process, and other activities to support student transfer success. The College Transfer and Career Information Center is a resource for questions students have relating to choosing a major, a career, or selecting a transfer college or university. All materials in the Center, and all services provided, are for the purpose of helping students identify and come closer to their goals. A primary purpose of the Center is to support underrepresented students to discover and realize their career direction and educational goals, working closely with TRiO to provide special workshops and events.

**BCC Service Community:** Continue to operate and expand BCC’s Service Community, which is part of the Transfer Service Community (TSC). TSC assists students with the transfer process to four-year institutions by connecting students to resources, hosting workshops (like the Scholarship Workshop and the UC Application and Personal Statement Workshop), and holding events (such as the Leadership and Service Retreat and UC Berkeley Shadow Day).

**Four-Year Pathways:** Work closely with UCB representatives to expand the Pathways to Four-Year Universities, which is a program designed to support community college student transfer to four-year degree programs by enabling them to take UCB Summer Sessions courses and receive enhanced transfer advising. Also, explore similar partnerships with other four-year institutions.

**Community Collaboration and Effective Partnerships:** Strengthen BCC’s partnership with UCB’s Transfer Alliance Project (which provides academic advising and an intensive enrichment cohort program for low-income or first generation prospective transfer students), UC Berkeley Class Pass Program (which allows BCC students the opportunity to audit a UCB class), and Starting Point Mentorship Program (which pairs eligible community college students with current UCB student mentors). Through this partnership, increase participation in Transfer Guarantee Programs with UCs, working closely with UC representatives to iron out details. Ideally, identify minimum GPAs for various majors and ensure that SEPs include both degree completion requirements and preferred transfer coursework.

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**Spring 2017**

**COLLEGE WIDE**

**PERSIST:** On-going improvement and expansion of the PERSIST Learning Community.

**FELI:** Require all administrators, all staff, and all faculty who participate in PSPP to complete the Academy for College Excellence’s (ACE) Experiential Learning Institute (FELI—originally Faculty Experiential Learning Institute but now expanded to include administrators and staff) by spring semester 2018.

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**Embedded Tutors and Homework Labs:** Expand homework labs with embedded in-class tutors for students with pre-transfer level English, ESL and math skills in transfer-level courses in learning communities.

Enhance collaboration between Statistics and Pre-Statistics faculty to create interventions to support student success in both courses, including the placement of embedded tutors in Math 206 sections with complementary homework labs by the start of spring semester 2015.

Expand embedded math tutoring in Math 13 sections with complementary homework labs by the start of fall semester 2015.

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Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include the formation of a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years.

**Student Engagement:** Engage transfer-level students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College.

**TRANSFER COURSE COMPLETION**

**Community Collaboration and Effective Partnerships:** Continue to provide resources for pre-transfer foundational course and program faculty and staff to work on partnership development with school districts, adult schools, and community organizations to ensure seamless transition of students to BCC. This activity will include the expansion of PSPP as well as formalization of PERSIST to College, a concurrent enrollment program for high school juniors and seniors performing at the pre-transfer level.

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**Professional Development:** Provide professional development and resources to the BCC student ambassadors, tutors, computer lab and library student workers, and work-study students across campus to assist with this critical transitional work. The LRC faculty advisors and PSPP faculty and counselor leads will collect data on the achievements and challenges that the mentors have gathered from their work with their mentees and use that data to redesign and refine programs and services.

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**STEM Faculty Collaboration:** Science and math faculty will come together as STEM (Science, Technology, Engineering and Mathematics) educators to create a student academic success plan that will include innovative ways of teaching the subject, professional development for math faculty, and possibly a retreat with faculty from other campuses to share best practices.

Though the thinking behind the above-mentioned educational approach is intuitive for many critical educators, there has not been a clear training program for teachers who are interested in honing their pedagogy so that they can devise ways to empower students to be critical learners in the non-STEM as well as STEM subjects. Thus, BCC proposes the creation of an ongoing professional development symposium through the Teaching and Learning Center (TLC) for interested BCC employees who will:

* + Provide cultural-competency training series for administrators and classified staff through the TLC with a focus on equity and diversity (which will include training on working with students with disabilities);
	+ Discuss best practices in ensuring educational equity;
	+ Discuss the development of student voice, agency and power;
	+ Bring to bear questions around entrenched institutionalized and individualized ideological predispositions;
	+ Introduce staff to practices commensurate with the development of high order empathy;
	+ Allocate space and time for faculty inquiry and collaboration, including stipends for part-time faculty to participate.
	+ Host two FELIs per year to train instructional and non-instructional faculty how to empower at-risk students to take agency over their own academic development. In addition, STEM faculty will be incentivized to complete the FELI as most math courses are open to PSPP students as well as students from other learning communities.

**Math Lab:** Develop one-unit Math lab course to assist students with skill retention.

**Peer Mentoring:** Determine successful peer mentoring interventions, including review of data on past efforts. Consider best practices and lessons learned from current and past BCC peer mentoring and peer-to-peer support efforts (ESL/Global Study Buddies, PERSIST peer mentoring, PHS peer mentoring, WRAP, etc.). Pilot at least one pre-transfer foundational course or program peer-to-peer mentoring intervention (ideally in math to begin with) and at least one pre-transfer foundational course or program faculty mentoring intervention.

**Career Counseling:** Pilot and expand Launch Your Freshman Workshop as well as the connected Counseling 57 course that supports career exploration at the high schools and for incoming students at the pre-transfer level.

**Student Engagement:** Engage pre-transfer foundational students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College. More specifically, launch a pre-transfer foundational math club pilot.

**ESL Data Analysis:** Disaggregate ESL course completion data based on in-state, out-of-state domestic, and international student status to determine if gaps in outcomes exist for these distinct ESL student populations. Also, collect data on ESL students in non-ESL courses to track their academic success rates at BCC. Both efforts will begin in spring semester 2015.

**Student Testimonials:** Develop and share repository of students’ pre-transfer foundational course and program testimonials for use in student recruitment.

**Early Alert:** Revise existing early alert system, which will lead to individualized intervention plans for students at risk of failure by the end of spring semester 2015. LIS 85 should be included as a late start course that students can be directed to if, by the midterm week, they are failing courses that require large research projects

**Writing Course Size:** Continue to limit writing course size to 35 students until the first day of class and then reduce the class size cap to 30 students when the class begins. Also, explore efforts to further reduce class size for pre-transfer foundational courses.

**Service Learning:** Create and pilot Service Learning course in which students volunteer to work in the LRC, TRIO, Counseling, the Office of Instruction, Financial Aid, and Admissions and Records to build social capital by spring semester 2016.

**ESL Classroom:** Establish a dedicated ESL classroom with a built-in Chrome Book computer lab.

**DEGREE AND CERTIFICATE COMPLETION**

**Targeted Outreach:** Targeted outreach to white non-Latino and Asian students to increase degree and certificate completion prior to transfer.

**Evaluation of Placement Assessment Instruments**: Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

**Learning Community Counselors:** Continue to employ learning community counselors and outreach specialists to support learning communities and the students they serve.

**CTE Counselor:** Hire one CTE counselor and outreach specialist and two Associate’s Degree for Transfer (ADT) counselors and outreach specialists to launch the ADT Task Force to promote enrollment and support successful completion of degrees and certificates and transfer to four-year colleges by spring semester 2015.

**Faculty Advising:** Launch faculty advising to provide students an opportunity to seek guidance from academic content specialists who can support students with career exploration, major selection, and the transfer process, to pilot in spring semester 2015.

**Thematic Academic Pathways:** Develop thematic pathways to support students as they navigate the degree and major selection process for fall semester 2015, which may require realignment of the course schedule. One pathway will focus on academic exploration for students with undecided majors.

**Peer Mentorship:** Expand the role of student ambassadors (and other appropriate student group members) to support students with major selection, transfer, and program completion by providing current BCC students with the information they need to navigate these complicated decisions and make informed choices. Initiate this expansion of job duties in fall semester 2015.

**Embedded Student Success and Counseling Workshops:** Conduct counseling workshops in English 204A, English 1A, and ESL courses during the final week of class, when students do not typically meet to allow faculty time to grade student portfolios. While the English 204A, English 1A, and ESL faculty are scoring portfolios, have counselors meet with students during designated class time to provide students information about various campus services and SSSP initiatives (e.g., LEAP, ASSIST, SEPs, TAG, etc.).

**Math Acceleration:** Encourage entry-level students to take math during their first semester and continue to take math each semester until they fulfill this essential degree, certificate, and transfer requirement.

**English Acceleration:** Encourage entry-level students to take English and/or ESL during their first semester and continue to take English each semester until they fulfill this essential degree, certificate, and transfer requirement.

**Automation of Completion:** Explore automation of awarding certificates and degrees.

**Strategic Program Development:** Strategically develop new degree and certificate programs at BCC to support student demand for programs in such areas as chemistry, physics, biology, engineering, computer science, and economics, to increase degree completion. Also, create more general degree options, such as social science, general science, and humanities.

**Employment Opportunities:** Create on-campus job opportunity programs for disadvantaged student populations.

**TRANSFER**

**BCC Transfer and Career Center:** Continue to operate and expand the remarkable work of BCC’s Transfer and Career Information Center, which coordinates transfer fairs, workshops for navigating the application process, and other activities to support student transfer success. The College Transfer and Career Information Center is a resource for questions students have relating to choosing a major, a career, or selecting a transfer college or university. All materials in the Center, and all services provided, are for the purpose of helping students identify and come closer to their goals. A primary purpose of the Center is to support underrepresented students to discover and realize their career direction and educational goals, working closely with TRiO to provide special workshops and events.

**BCC Service Community:** Continue to operate and expand BCC’s Service Community, which is part of the Transfer Service Community (TSC). TSC assists students with the transfer process to four-year institutions by connecting students to resources, hosting workshops (like the Scholarship Workshop and the UC Application and Personal Statement Workshop), and holding events (such as the Leadership and Service Retreat and UC Berkeley Shadow Day).

**Four-Year Pathways:** Work closely with UCB representatives to expand the Pathways to Four-Year Universities, which is a program designed to support community college student transfer to four-year degree programs by enabling them to take UCB Summer Sessions courses and receive enhanced transfer advising. Also, explore similar partnerships with other four-year institutions.

**Community Collaboration and Effective Partnerships:** Strengthen BCC’s partnership with UCB’s Transfer Alliance Project (which provides academic advising and an intensive enrichment cohort program for low-income or first generation prospective transfer students), UC Berkeley Class Pass Program (which allows BCC students the opportunity to audit a UCB class), and Starting Point Mentorship Program (which pairs eligible community college students with current UCB student mentors). Through this partnership, increase participation in Transfer Guarantee Programs with UCs, working closely with UC representatives to iron out details. Ideally, identify minimum GPAs for various majors and ensure that SEPs include both degree completion requirements and preferred transfer coursework.

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**Strategic Program Development:** Strategically develop new degree and certificate programs at BCC to support student demand for programs in such areas as chemistry, physics, biology, engineering, computer science, and economics, to support student transfer. Also, create more general degree options, such as social science, general science, and humanities.

**EVALUATION**

**Annual Student Equity Plan Updates**: Each year, from 2015 to 2018, the chief diversity officer and SSSP coordinator/administrator will collaborate with the institutional researcher to update the data presented in the Student Equity Plan to track progress and drive the work of the Student Equity Plan Task Force to ensure the College meets all three-year goals.

**Campus Climate Surveys**: To triangulate the focus group findings, students who participate in various programs that aim to close the equity gap will be required to complete pre-semester surveys at the start of each semester in order to obtain services from these programs. They will then be expected to complete a post-semester survey to measure the impact of these programs on their academic progress. These programs will include PSPP, Veterans Affairs, TRiO, and EOPS. DSPS students will be encouraged but cannot be required to participate.

**Focus Groups**: Five focus groups will be held annually. Two focus groups will center on the experiences of ethnic minority student populations—one focus group for African American students and a second for Latino students. Three focus groups will comprise special populations: students with disabilities, active military and veteran students, and current and former foster youth.

**Evaluation of Usage and Impact of Student Success Supports and Interventions:** The institutional researcher will be charged with the formation of mechanisms and systems to conduct campus-wide exploration of the benefits and limitations of the various student services provided at BCC. This data will inform refinement and revision of equity efforts on campus starting in summer semester 2015.

* Assessment
* Orientation
* Library
* LRC
* Early alert
* TLC Professional development
* Professional Development Committee
* Financial Aid Workshops
* Transfer Center
* BCC Service Community
* DSPS
* Veteran’s Resource Center and Veteran’s Affairs Office
* EOPS
* CARE
* TRiO
* CalWORKS
* International Student Office
* Student Ambassadors
* Alumni Ambassadors
* Learning Communities (including BCC Scholars Program)

**Summer 2017**

**COLLEGE WIDE**

**PERSIST:** On-going improvement and expansion of the PERSIST Learning Community.

**FELI:** Require all administrators, all staff, and all faculty who participate in PSPP to complete the Academy for College Excellence’s (ACE) Experiential Learning Institute (FELI—originally Faculty Experiential Learning Institute but now expanded to include administrators and staff) by spring semester 2018.

**Academic Support Index:** Modeled on the work of the 2020 Vision, create and implement Academic Support Index (ASI) to generate predictive data analytics, which will guide the decision-making about how to support student success at BCC. BCC ASI will be generated by the end of spring 2016. The ASI will be piloted in academic year 2016-2017 and rolled out for campus-wide employment in academic year 2017-2018.

**Financial Aid:** Continue to offer FAFSA application workshops to all students at BCC and further engage in outreach to target disadvantaged student populations, starting in summer semester 2015.

**Foster Youth Task Force:** Assist with the development of district-wide systems and protocols to identify, track, and evaluate the academic success of current and former foster youth by the end of spring 2015.

**Foster Youth Program:** Establish an institutionalized foster youth program housed under the dean of student services working in partnership with community organizations that serve current and former foster youth.

**SEP Alignment with Special Projects:** Align all Student Equity Plan efforts with Special Projects initiatives [which at present include BSI, AB 86 (adult education pathways), and Career Pathways Trust (CPT)] to maximize efforts and transitional resources.

**Town Halls:** Conduct town halls at least quarterly to explore the limits of campus operations and develop strategic communication plan to update BCC staff on College, PCCD, COOOO, and State policies, procedures, and protocols. Advocate for the PCCD and CCCCO to continue to engage in similar exploratory efforts and to promote change when appropriate.

**SEP Glossary:** Create a glossary of vocabulary and terms that will shift the discourse on equity by changing terms like “basic skills” and “tutoring” to “pre-transfer foundational” and “academic supports,” respectively.

**CalWORKS:** Continue to administer the California Work Opportunity and Responsibility to Kids (CalWORKs) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**EOPS:** Continue to administer the Extended Opportunity Programs and Services (EOPS) program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**CARE:** Continue to administer the Cooperative Agencies Resources for Education (CARE) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**DSPS:** Continue to administer the Disabled Students Programs and Services (DSPS) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**Disability Awareness Week:** Working closely with the Public and Human Services program and Campus Life, organize an annual Disability Awareness Week to celebrate rather than stigmatize physical, intellectual, developmental, and emotional disabilities, starting in spring semester 2016.

**TRiO:** Continue to administer the Federal TRiO Program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**Veteran’s Resource Center:** BCC recently developed a Veteran’s Resource Center as an extension of the Veteran’s Affairs Office. Continue to administer and expand programs serving active military and veteran students. In addition, link students served by this initiative with other equity efforts on campus.

**Health and Wellness Services:** Work with PCCD to restructure the delivery of health and wellness services at BCC. A workgroup is currently exploring options and developing a new program model.

**Speaker Series:** Coordinate a speaker series with leading scholars in the field of equity to foster transparent conversations on campus about diversity and institutional reform based on scholarship.

**SEP Pledge:** Fulfill the College’s pledge to pull data each semester to track BCC’s progress in reaching the ambitious Student Equity Plan goals. The collection of data will be coupled with robust professional development to increase data access-capacity, including the development of a data plan (quantitative and qualitative data gathering) to measure desired outcomes, which will include the appointment of a chief diversity officer and SSSP coordinator/administrator.

**Campus Engagement:** Increase faculty and staff data access and capacity including monthly trainings on PCCD, local, state, and federal data tools (e.g., business intelligence tool access, CalPASS, Launchpad, Scorecard, etc.). All department chairs, program coordinators, and learning community coordinators will be trained on the business intelligence tool and given guidance on how to request and analyze data based on queries by the end of spring semester 2015.

**Faculty and Staff Data Training:** Faculty and staff training on developing measurable outcomes and data plans will ensure data are available to assess progress by the end of fall semester 2015.

**CBO Registry:** Compile a registry of all K-12, adult school, employer, and community organizations as well as a registry of CTE and non-CTE advisory boards with their respective member contact information to promote transparent governance and open lines of communication with invested community stakeholders.

**ACCESS**

**Targeted Student Recruitment:** Develop a proactive, strategic, and data-informed recruitment plan that specifically targets active military and veteran applicants. This campaign should include special outreach efforts to ESL and pre-transfer level students and communicate the increased transferability of coursework in these areas. Continue to develop pathways for adult school and high school students to transition into BCC, targeting the special population indicated above.

**Outreach:** Connect and outreach to high schools, local churches, adult schools, and community based organizations to target active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities.

**Alumni Ambassadors:** Expand existing alumni mentorship programs. Alumni, in the form of ambassadors (and other appropriate student group members such as BCC Transfer Service Community), help to coordinate on campus and off campus events for prospective and incoming students.

**K-12 Workshops:** Conduct workshops at regional middle schools and highs schools that aim to de-stigmatize popular perceptions of community colleges.

**CTE Articulation:** Continue to build and expand CTE pathways and articulation agreements with regional high schools and adult schools.

**STEM-CTE Summer Bridge Pilot:** Pilot a STEM-CTE focused summer bridge program for incoming BCC students in summer semester 2016.

**Adult School Partnership:** Offer GED courses in partnership with adult schools beginning in spring semester 2015 to help more disadvantaged students qualify for financial aid.

**Specialized Orientations:** Pilot three customized supplemental orientations for students with disabilities, active military and veteran students, and current and former foster youth enrolled at BCC starting by fall semester 2016.

**Practice Placement Assessment:** Promote a practice placement assessment test for high school student and adult learners by spring semester 2016.

**Expanded Placement Assessment:** Expand placement assessment sessions for high school students starting in spring semester 2015.

**DSPS Placement Assessment and Testing Technology:** Continue to permit students with disabilities the opportunity to take the placement assessment in a renovated Assistive Technology Lab. Also, continue to augment assistive technology in mainstream labs to increase DSPS student access to these facilities for placement assessment as not all students with disabilities require placement testing in the conventional Assistive Technology lab. Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years. Also, ensure that placement assessment ensures proper placement for all students, especially English learners.

**Book Voucher Program:** Target and expand existing book voucher programs to active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities. Expand the collection of textbooks in the BCC Library as well.

**Dreamer’s Task Force:** Continue and expand the efforts of the recently formed BCC Dreamers Task Force. This task force calls for collaboration across instructional and student services departments and includes faculty, staff, students, and administrators at BCC. The task force aims to increase awareness about the multiple barriers faced by undocumented students and further develop resources on campus to support this growing student population, such as outreach materials; scholarships; planning and collaboration with feeder school counselors; and educating the campus-at-large about the needs of undocumented students. Future activities will include a formalized scholarship fundraising campaign, a data collection and analysis plan, a sub-site on the BCC website with resources and information for Dreamers, and a Dreamer resource center.

**Student Testimonials:** Develop and share repository of testimonials, for use in student recruitment, from students who started in pre-transfer foundational courses and then went on to successfully complete transfer-level courses.

**PRETRANSFER FOUNDATIONAL COURSE COMPLETION**

**Learning Communities:** Expand, assess, and revise transfer-level learning communities, specifically First Year Experience (FYE) and the Program for Adult College Education (PACE). These learning communities support student success because of their use of early alert and mandatory homework labs.

**Accelerated English:** Double the number of accelerated, pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point to increase students’ success in English 1A. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

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Expand embedded math tutoring in Math 13 sections with complementary homework labs by the start of fall semester 2015.

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**TRANSFER COURSE COMPLETION**

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Though the thinking behind the above-mentioned educational approach is intuitive for many critical educators, there has not been a clear training program for teachers who are interested in honing their pedagogy so that they can devise ways to empower students to be critical learners in the non-STEM as well as STEM subjects. Thus, BCC proposes the creation of an ongoing professional development symposium through the Teaching and Learning Center (TLC) for interested BCC employees who will:

* + Provide cultural-competency training series for administrators and classified staff through the TLC with a focus on equity and diversity (which will include training on working with students with disabilities);
	+ Discuss best practices in ensuring educational equity;
	+ Discuss the development of student voice, agency and power;
	+ Bring to bear questions around entrenched institutionalized and individualized ideological predispositions;
	+ Introduce staff to practices commensurate with the development of high order empathy;
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	+ Host two FELIs per year to train instructional and non-instructional faculty how to empower at-risk students to take agency over their own academic development. In addition, STEM faculty will be incentivized to complete the FELI as most math courses are open to PSPP students as well as students from other learning communities.

**Math Lab:** Develop one-unit Math lab course to assist students with skill retention.

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**Fall 2017**

**COLLEGE WIDE**

**PERSIST:** On-going improvement and expansion of the PERSIST Learning Community.

**FELI:** Require all administrators, all staff, and all faculty who participate in PSPP to complete the Academy for College Excellence’s (ACE) Experiential Learning Institute (FELI—originally Faculty Experiential Learning Institute but now expanded to include administrators and staff) by spring semester 2018.

**Academic Support Index:** Modeled on the work of the 2020 Vision, create and implement Academic Support Index (ASI) to generate predictive data analytics, which will guide the decision-making about how to support student success at BCC. BCC ASI will be generated by the end of spring 2016. The ASI will be piloted in academic year 2016-2017 and rolled out for campus-wide employment in academic year 2017-2018.

**Financial Aid:** Continue to offer FAFSA application workshops to all students at BCC and further engage in outreach to target disadvantaged student populations, starting in summer semester 2015.

**Foster Youth Task Force:** Assist with the development of district-wide systems and protocols to identify, track, and evaluate the academic success of current and former foster youth by the end of spring 2015.

**Foster Youth Program:** Establish an institutionalized foster youth program housed under the dean of student services working in partnership with community organizations that serve current and former foster youth.

**SEP Alignment with Special Projects:** Align all Student Equity Plan efforts with Special Projects initiatives [which at present include BSI, AB 86 (adult education pathways), and Career Pathways Trust (CPT)] to maximize efforts and transitional resources.

**Town Halls:** Conduct town halls at least quarterly to explore the limits of campus operations and develop strategic communication plan to update BCC staff on College, PCCD, COOOO, and State policies, procedures, and protocols. Advocate for the PCCD and CCCCO to continue to engage in similar exploratory efforts and to promote change when appropriate.

**SEP Glossary:** Create a glossary of vocabulary and terms that will shift the discourse on equity by changing terms like “basic skills” and “tutoring” to “pre-transfer foundational” and “academic supports,” respectively.

**CalWORKS:** Continue to administer the California Work Opportunity and Responsibility to Kids (CalWORKs) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**EOPS:** Continue to administer the Extended Opportunity Programs and Services (EOPS) program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**CARE:** Continue to administer the Cooperative Agencies Resources for Education (CARE) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**DSPS:** Continue to administer the Disabled Students Programs and Services (DSPS) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**Disability Awareness Week:** Working closely with the Public and Human Services program and Campus Life, organize an annual Disability Awareness Week to celebrate rather than stigmatize physical, intellectual, developmental, and emotional disabilities, starting in spring semester 2016.

**TRiO:** Continue to administer the Federal TRiO Program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**Veteran’s Resource Center:** BCC recently developed a Veteran’s Resource Center as an extension of the Veteran’s Affairs Office. Continue to administer and expand programs serving active military and veteran students. In addition, link students served by this initiative with other equity efforts on campus.

**Health and Wellness Services:** Work with PCCD to restructure the delivery of health and wellness services at BCC. A workgroup is currently exploring options and developing a new program model.

**Speaker Series:** Coordinate a speaker series with leading scholars in the field of equity to foster transparent conversations on campus about diversity and institutional reform based on scholarship.

**SEP Pledge:** Fulfill the College’s pledge to pull data each semester to track BCC’s progress in reaching the ambitious Student Equity Plan goals. The collection of data will be coupled with robust professional development to increase data access-capacity, including the development of a data plan (quantitative and qualitative data gathering) to measure desired outcomes, which will include the appointment of a chief diversity officer and SSSP coordinator/administrator.

**Campus Engagement:** Increase faculty and staff data access and capacity including monthly trainings on PCCD, local, state, and federal data tools (e.g., business intelligence tool access, CalPASS, Launchpad, Scorecard, etc.). All department chairs, program coordinators, and learning community coordinators will be trained on the business intelligence tool and given guidance on how to request and analyze data based on queries by the end of spring semester 2015.

**Faculty and Staff Data Training:** Faculty and staff training on developing measurable outcomes and data plans will ensure data are available to assess progress by the end of fall semester 2015.

**CBO Registry:** Compile a registry of all K-12, adult school, employer, and community organizations as well as a registry of CTE and non-CTE advisory boards with their respective member contact information to promote transparent governance and open lines of communication with invested community stakeholders.

**ACCESS**

**Targeted Student Recruitment:** Develop a proactive, strategic, and data-informed recruitment plan that specifically targets active military and veteran applicants. This campaign should include special outreach efforts to ESL and pre-transfer level students and communicate the increased transferability of coursework in these areas. Continue to develop pathways for adult school and high school students to transition into BCC, targeting the special population indicated above.

**Outreach:** Connect and outreach to high schools, local churches, adult schools, and community based organizations to target active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities.

**Alumni Ambassadors:** Expand existing alumni mentorship programs. Alumni, in the form of ambassadors (and other appropriate student group members such as BCC Transfer Service Community), help to coordinate on campus and off campus events for prospective and incoming students.

**K-12 Workshops:** Conduct workshops at regional middle schools and highs schools that aim to de-stigmatize popular perceptions of community colleges.

**CTE Articulation:** Continue to build and expand CTE pathways and articulation agreements with regional high schools and adult schools.

**STEM-CTE Summer Bridge Pilot:** Pilot a STEM-CTE focused summer bridge program for incoming BCC students in summer semester 2016.

**Adult School Partnership:** Offer GED courses in partnership with adult schools beginning in spring semester 2015 to help more disadvantaged students qualify for financial aid.

**Specialized Orientations:** Pilot three customized supplemental orientations for students with disabilities, active military and veteran students, and current and former foster youth enrolled at BCC starting by fall semester 2016.

**Practice Placement Assessment:** Promote a practice placement assessment test for high school student and adult learners by spring semester 2016.

**Expanded Placement Assessment:** Expand placement assessment sessions for high school students starting in spring semester 2015.

**DSPS Placement Assessment and Testing Technology:** Continue to permit students with disabilities the opportunity to take the placement assessment in a renovated Assistive Technology Lab. Also, continue to augment assistive technology in mainstream labs to increase DSPS student access to these facilities for placement assessment as not all students with disabilities require placement testing in the conventional Assistive Technology lab. Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years. Also, ensure that placement assessment ensures proper placement for all students, especially English learners.

**Book Voucher Program:** Target and expand existing book voucher programs to active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities. Expand the collection of textbooks in the BCC Library as well.

**Dreamer’s Task Force:** Continue and expand the efforts of the recently formed BCC Dreamers Task Force. This task force calls for collaboration across instructional and student services departments and includes faculty, staff, students, and administrators at BCC. The task force aims to increase awareness about the multiple barriers faced by undocumented students and further develop resources on campus to support this growing student population, such as outreach materials; scholarships; planning and collaboration with feeder school counselors; and educating the campus-at-large about the needs of undocumented students. Future activities will include a formalized scholarship fundraising campaign, a data collection and analysis plan, a sub-site on the BCC website with resources and information for Dreamers, and a Dreamer resource center.

**Student Testimonials:** Develop and share repository of testimonials, for use in student recruitment, from students who started in pre-transfer foundational courses and then went on to successfully complete transfer-level courses.

**PRETRANSFER FOUNDATIONAL COURSE COMPLETION**

**Learning Communities:** Expand, assess, and revise transfer-level learning communities, specifically First Year Experience (FYE) and the Program for Adult College Education (PACE). These learning communities support student success because of their use of early alert and mandatory homework labs.

**Accelerated English:** Double the number of accelerated, pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point to increase students’ success in English 1A. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Accelerated Math:** Math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013). Therefore, BCC will double the number of accelerated, pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Embedded Tutors and Homework Labs:** Expand homework labs with embedded in-class tutors for students with pre-transfer level English, ESL and math skills in transfer-level courses in learning communities.

Enhance collaboration between Statistics and Pre-Statistics faculty to create interventions to support student success in both courses, including the placement of embedded tutors in Math 206 sections with complementary homework labs by the start of spring semester 2015.

Expand embedded math tutoring in Math 13 sections with complementary homework labs by the start of fall semester 2015.

**Technology:** Purchase computer carts and set up computer labs in the new building to accommodate new lab sections. Purchase with specialized software to accommodate new lab sections.

Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include the formation of a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years.

**Student Engagement:** Engage transfer-level students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College.

**TRANSFER COURSE COMPLETION**

**Community Collaboration and Effective Partnerships:** Continue to provide resources for pre-transfer foundational course and program faculty and staff to work on partnership development with school districts, adult schools, and community organizations to ensure seamless transition of students to BCC. This activity will include the expansion of PSPP as well as formalization of PERSIST to College, a concurrent enrollment program for high school juniors and seniors performing at the pre-transfer level.

**Innovative ESL Assessment:** Continued funding of innovative ESL assessment efforts. BCC recently piloted self-assessment for both international and domestic ESL students, which needs to be validated to determine if it has led to an increase in appropriate course placement.

**Multiple Methods:** On-going development of alternative placement assessment in English and math. BCC recently adopted a policy of accepting applicants for automatic placement in English 1A for new BCC students with a cumulative high school grade point average of 3.3. Articulation agreements with K-12 institutions are under development. Continue to foster these relationships and formalize partnerships to transition pre-transfer level high school students into transfer level courses at BCC.

**ESL Outreach:** Provide direct outreach to community regarding the opportunity for ESL assessment and orientation, as well as the ESL Pathways (also known as LEAP) learning community one-stop assessment, orientation, and registration.

**Professional Development:** Provide professional development and resources to the BCC student ambassadors, tutors, computer lab and library student workers, and work-study students across campus to assist with this critical transitional work. The LRC faculty advisors and PSPP faculty and counselor leads will collect data on the achievements and challenges that the mentors have gathered from their work with their mentees and use that data to redesign and refine programs and services.

**Mentorship of Pre-Transfer Level Students:** Engage student ambassadors (and other appropriate student group members), alumni ambassadors, and pre-transfer foundational course and program alumni to support outreach and mentorship regarding the matriculation process.

**English Acceleration Expansion:** Double the number of accelerated pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building with specialized software to accommodate new lab sections.

**ESL Course Expansion:** Double the number of ESL high intermediate advanced reading and writing courses by spring semester 2017 as BCC is currently not meeting demand.

**Math Acceleration Expansion:** Double the number of accelerated pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. This is extremely important as math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013).

**Online Math Tutoring:** Launch an online math tutoring pilot and continue with the online writing coach sessions during spring 2015 to formalize by fall semester 2015.

**Diversity Intern Program:** Working through the Diversity Intern Program, recruit additional math faculty, particularly those with professional experience that includes practical application of math to help students understand the importance of math to their education and lives.

**Zero Credit Courses:** Provide no credit, low stakes, pass/no pass pre-transfer foundational courses and partner with the adult schools to offer GED and foundational courses at both BCC and the adult school campuses.

**Biology Pre-Transfer Support:** Continue the Biology Boot Camp pilot and develop a foundational skills Math Boot Camp pilot as well as a pilot to prepare students for the college experience. Both boot camps should include embedded tutors. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**STEM Faculty Collaboration:** Science and math faculty will come together as STEM (Science, Technology, Engineering and Mathematics) educators to create a student academic success plan that will include innovative ways of teaching the subject, professional development for math faculty, and possibly a retreat with faculty from other campuses to share best practices.

Though the thinking behind the above-mentioned educational approach is intuitive for many critical educators, there has not been a clear training program for teachers who are interested in honing their pedagogy so that they can devise ways to empower students to be critical learners in the non-STEM as well as STEM subjects. Thus, BCC proposes the creation of an ongoing professional development symposium through the Teaching and Learning Center (TLC) for interested BCC employees who will:

* + Provide cultural-competency training series for administrators and classified staff through the TLC with a focus on equity and diversity (which will include training on working with students with disabilities);
	+ Discuss best practices in ensuring educational equity;
	+ Discuss the development of student voice, agency and power;
	+ Bring to bear questions around entrenched institutionalized and individualized ideological predispositions;
	+ Introduce staff to practices commensurate with the development of high order empathy;
	+ Allocate space and time for faculty inquiry and collaboration, including stipends for part-time faculty to participate.
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**Spring 2018**

**COLLEGE WIDE**

**PERSIST:** On-going improvement and expansion of the PERSIST Learning Community.

**FELI:** Require all administrators, all staff, and all faculty who participate in PSPP to complete the Academy for College Excellence’s (ACE) Experiential Learning Institute (FELI—originally Faculty Experiential Learning Institute but now expanded to include administrators and staff) by spring semester 2018.

**Academic Support Index:** Modeled on the work of the 2020 Vision, create and implement Academic Support Index (ASI) to generate predictive data analytics, which will guide the decision-making about how to support student success at BCC. BCC ASI will be generated by the end of spring 2016. The ASI will be piloted in academic year 2016-2017 and rolled out for campus-wide employment in academic year 2017-2018.

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**Foster Youth Program:** Establish an institutionalized foster youth program housed under the dean of student services working in partnership with community organizations that serve current and former foster youth.

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**Town Halls:** Conduct town halls at least quarterly to explore the limits of campus operations and develop strategic communication plan to update BCC staff on College, PCCD, COOOO, and State policies, procedures, and protocols. Advocate for the PCCD and CCCCO to continue to engage in similar exploratory efforts and to promote change when appropriate.

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**DSPS:** Continue to administer the Disabled Students Programs and Services (DSPS) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**Disability Awareness Week:** Working closely with the Public and Human Services program and Campus Life, organize an annual Disability Awareness Week to celebrate rather than stigmatize physical, intellectual, developmental, and emotional disabilities, starting in spring semester 2016.

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**Veteran’s Resource Center:** BCC recently developed a Veteran’s Resource Center as an extension of the Veteran’s Affairs Office. Continue to administer and expand programs serving active military and veteran students. In addition, link students served by this initiative with other equity efforts on campus.

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**CBO Registry:** Compile a registry of all K-12, adult school, employer, and community organizations as well as a registry of CTE and non-CTE advisory boards with their respective member contact information to promote transparent governance and open lines of communication with invested community stakeholders.

**ACCESS**

**Targeted Student Recruitment:** Develop a proactive, strategic, and data-informed recruitment plan that specifically targets active military and veteran applicants. This campaign should include special outreach efforts to ESL and pre-transfer level students and communicate the increased transferability of coursework in these areas. Continue to develop pathways for adult school and high school students to transition into BCC, targeting the special population indicated above.

**Outreach:** Connect and outreach to high schools, local churches, adult schools, and community based organizations to target active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities.

**Alumni Ambassadors:** Expand existing alumni mentorship programs. Alumni, in the form of ambassadors (and other appropriate student group members such as BCC Transfer Service Community), help to coordinate on campus and off campus events for prospective and incoming students.

**K-12 Workshops:** Conduct workshops at regional middle schools and highs schools that aim to de-stigmatize popular perceptions of community colleges.

**CTE Articulation:** Continue to build and expand CTE pathways and articulation agreements with regional high schools and adult schools.

**STEM-CTE Summer Bridge Pilot:** Pilot a STEM-CTE focused summer bridge program for incoming BCC students in summer semester 2016.

**Adult School Partnership:** Offer GED courses in partnership with adult schools beginning in spring semester 2015 to help more disadvantaged students qualify for financial aid.

**Specialized Orientations:** Pilot three customized supplemental orientations for students with disabilities, active military and veteran students, and current and former foster youth enrolled at BCC starting by fall semester 2016.

**Practice Placement Assessment:** Promote a practice placement assessment test for high school student and adult learners by spring semester 2016.

**Expanded Placement Assessment:** Expand placement assessment sessions for high school students starting in spring semester 2015.

**DSPS Placement Assessment and Testing Technology:** Continue to permit students with disabilities the opportunity to take the placement assessment in a renovated Assistive Technology Lab. Also, continue to augment assistive technology in mainstream labs to increase DSPS student access to these facilities for placement assessment as not all students with disabilities require placement testing in the conventional Assistive Technology lab. Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years. Also, ensure that placement assessment ensures proper placement for all students, especially English learners.

**Book Voucher Program:** Target and expand existing book voucher programs to active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities. Expand the collection of textbooks in the BCC Library as well.

**Dreamer’s Task Force:** Continue and expand the efforts of the recently formed BCC Dreamers Task Force. This task force calls for collaboration across instructional and student services departments and includes faculty, staff, students, and administrators at BCC. The task force aims to increase awareness about the multiple barriers faced by undocumented students and further develop resources on campus to support this growing student population, such as outreach materials; scholarships; planning and collaboration with feeder school counselors; and educating the campus-at-large about the needs of undocumented students. Future activities will include a formalized scholarship fundraising campaign, a data collection and analysis plan, a sub-site on the BCC website with resources and information for Dreamers, and a Dreamer resource center.

**Student Testimonials:** Develop and share repository of testimonials, for use in student recruitment, from students who started in pre-transfer foundational courses and then went on to successfully complete transfer-level courses.

**PRETRANSFER FOUNDATIONAL COURSE COMPLETION**

**Learning Communities:** Expand, assess, and revise transfer-level learning communities, specifically First Year Experience (FYE) and the Program for Adult College Education (PACE). These learning communities support student success because of their use of early alert and mandatory homework labs.

**Accelerated English:** Double the number of accelerated, pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point to increase students’ success in English 1A. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Accelerated Math:** Math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013). Therefore, BCC will double the number of accelerated, pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Embedded Tutors and Homework Labs:** Expand homework labs with embedded in-class tutors for students with pre-transfer level English, ESL and math skills in transfer-level courses in learning communities.

Enhance collaboration between Statistics and Pre-Statistics faculty to create interventions to support student success in both courses, including the placement of embedded tutors in Math 206 sections with complementary homework labs by the start of spring semester 2015.

Expand embedded math tutoring in Math 13 sections with complementary homework labs by the start of fall semester 2015.

**Technology:** Purchase computer carts and set up computer labs in the new building to accommodate new lab sections. Purchase with specialized software to accommodate new lab sections.

Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include the formation of a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years.

**Student Engagement:** Engage transfer-level students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College.

**TRANSFER COURSE COMPLETION**

**Community Collaboration and Effective Partnerships:** Continue to provide resources for pre-transfer foundational course and program faculty and staff to work on partnership development with school districts, adult schools, and community organizations to ensure seamless transition of students to BCC. This activity will include the expansion of PSPP as well as formalization of PERSIST to College, a concurrent enrollment program for high school juniors and seniors performing at the pre-transfer level.

**Innovative ESL Assessment:** Continued funding of innovative ESL assessment efforts. BCC recently piloted self-assessment for both international and domestic ESL students, which needs to be validated to determine if it has led to an increase in appropriate course placement.

**Multiple Methods:** On-going development of alternative placement assessment in English and math. BCC recently adopted a policy of accepting applicants for automatic placement in English 1A for new BCC students with a cumulative high school grade point average of 3.3. Articulation agreements with K-12 institutions are under development. Continue to foster these relationships and formalize partnerships to transition pre-transfer level high school students into transfer level courses at BCC.

**ESL Outreach:** Provide direct outreach to community regarding the opportunity for ESL assessment and orientation, as well as the ESL Pathways (also known as LEAP) learning community one-stop assessment, orientation, and registration.

**Professional Development:** Provide professional development and resources to the BCC student ambassadors, tutors, computer lab and library student workers, and work-study students across campus to assist with this critical transitional work. The LRC faculty advisors and PSPP faculty and counselor leads will collect data on the achievements and challenges that the mentors have gathered from their work with their mentees and use that data to redesign and refine programs and services.

**Mentorship of Pre-Transfer Level Students:** Engage student ambassadors (and other appropriate student group members), alumni ambassadors, and pre-transfer foundational course and program alumni to support outreach and mentorship regarding the matriculation process.

**English Acceleration Expansion:** Double the number of accelerated pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building with specialized software to accommodate new lab sections.

**ESL Course Expansion:** Double the number of ESL high intermediate advanced reading and writing courses by spring semester 2017 as BCC is currently not meeting demand.

**Math Acceleration Expansion:** Double the number of accelerated pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. This is extremely important as math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013).

**Online Math Tutoring:** Launch an online math tutoring pilot and continue with the online writing coach sessions during spring 2015 to formalize by fall semester 2015.

**Diversity Intern Program:** Working through the Diversity Intern Program, recruit additional math faculty, particularly those with professional experience that includes practical application of math to help students understand the importance of math to their education and lives.

**Zero Credit Courses:** Provide no credit, low stakes, pass/no pass pre-transfer foundational courses and partner with the adult schools to offer GED and foundational courses at both BCC and the adult school campuses.

**Biology Pre-Transfer Support:** Continue the Biology Boot Camp pilot and develop a foundational skills Math Boot Camp pilot as well as a pilot to prepare students for the college experience. Both boot camps should include embedded tutors. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**STEM Faculty Collaboration:** Science and math faculty will come together as STEM (Science, Technology, Engineering and Mathematics) educators to create a student academic success plan that will include innovative ways of teaching the subject, professional development for math faculty, and possibly a retreat with faculty from other campuses to share best practices.

Though the thinking behind the above-mentioned educational approach is intuitive for many critical educators, there has not been a clear training program for teachers who are interested in honing their pedagogy so that they can devise ways to empower students to be critical learners in the non-STEM as well as STEM subjects. Thus, BCC proposes the creation of an ongoing professional development symposium through the Teaching and Learning Center (TLC) for interested BCC employees who will:

* + Provide cultural-competency training series for administrators and classified staff through the TLC with a focus on equity and diversity (which will include training on working with students with disabilities);
	+ Discuss best practices in ensuring educational equity;
	+ Discuss the development of student voice, agency and power;
	+ Bring to bear questions around entrenched institutionalized and individualized ideological predispositions;
	+ Introduce staff to practices commensurate with the development of high order empathy;
	+ Allocate space and time for faculty inquiry and collaboration, including stipends for part-time faculty to participate.
	+ Host two FELIs per year to train instructional and non-instructional faculty how to empower at-risk students to take agency over their own academic development. In addition, STEM faculty will be incentivized to complete the FELI as most math courses are open to PSPP students as well as students from other learning communities.

**Math Lab:** Develop one-unit Math lab course to assist students with skill retention.

**Peer Mentoring:** Determine successful peer mentoring interventions, including review of data on past efforts. Consider best practices and lessons learned from current and past BCC peer mentoring and peer-to-peer support efforts (ESL/Global Study Buddies, PERSIST peer mentoring, PHS peer mentoring, WRAP, etc.). Pilot at least one pre-transfer foundational course or program peer-to-peer mentoring intervention (ideally in math to begin with) and at least one pre-transfer foundational course or program faculty mentoring intervention.

**Career Counseling:** Pilot and expand Launch Your Freshman Workshop as well as the connected Counseling 57 course that supports career exploration at the high schools and for incoming students at the pre-transfer level.

**Student Engagement:** Engage pre-transfer foundational students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College. More specifically, launch a pre-transfer foundational math club pilot.

**ESL Data Analysis:** Disaggregate ESL course completion data based on in-state, out-of-state domestic, and international student status to determine if gaps in outcomes exist for these distinct ESL student populations. Also, collect data on ESL students in non-ESL courses to track their academic success rates at BCC. Both efforts will begin in spring semester 2015.

**Student Testimonials:** Develop and share repository of students’ pre-transfer foundational course and program testimonials for use in student recruitment.

**Early Alert:** Revise existing early alert system, which will lead to individualized intervention plans for students at risk of failure by the end of spring semester 2015. LIS 85 should be included as a late start course that students can be directed to if, by the midterm week, they are failing courses that require large research projects

**Writing Course Size:** Continue to limit writing course size to 35 students until the first day of class and then reduce the class size cap to 30 students when the class begins. Also, explore efforts to further reduce class size for pre-transfer foundational courses.

**Service Learning:** Create and pilot Service Learning course in which students volunteer to work in the LRC, TRIO, Counseling, the Office of Instruction, Financial Aid, and Admissions and Records to build social capital by spring semester 2016.

**ESL Classroom:** Establish a dedicated ESL classroom with a built-in Chrome Book computer lab.

**DEGREE AND CERTIFICATE COMPLETION**

**Targeted Outreach:** Targeted outreach to white non-Latino and Asian students to increase degree and certificate completion prior to transfer.

**Evaluation of Placement Assessment Instruments**: Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

**Learning Community Counselors:** Continue to employ learning community counselors and outreach specialists to support learning communities and the students they serve.

**CTE Counselor:** Hire one CTE counselor and outreach specialist and two Associate’s Degree for Transfer (ADT) counselors and outreach specialists to launch the ADT Task Force to promote enrollment and support successful completion of degrees and certificates and transfer to four-year colleges by spring semester 2015.

**Faculty Advising:** Launch faculty advising to provide students an opportunity to seek guidance from academic content specialists who can support students with career exploration, major selection, and the transfer process, to pilot in spring semester 2015.

**Thematic Academic Pathways:** Develop thematic pathways to support students as they navigate the degree and major selection process for fall semester 2015, which may require realignment of the course schedule. One pathway will focus on academic exploration for students with undecided majors.

**Peer Mentorship:** Expand the role of student ambassadors (and other appropriate student group members) to support students with major selection, transfer, and program completion by providing current BCC students with the information they need to navigate these complicated decisions and make informed choices. Initiate this expansion of job duties in fall semester 2015.

**Embedded Student Success and Counseling Workshops:** Conduct counseling workshops in English 204A, English 1A, and ESL courses during the final week of class, when students do not typically meet to allow faculty time to grade student portfolios. While the English 204A, English 1A, and ESL faculty are scoring portfolios, have counselors meet with students during designated class time to provide students information about various campus services and SSSP initiatives (e.g., LEAP, ASSIST, SEPs, TAG, etc.).

**Math Acceleration:** Encourage entry-level students to take math during their first semester and continue to take math each semester until they fulfill this essential degree, certificate, and transfer requirement.

**English Acceleration:** Encourage entry-level students to take English and/or ESL during their first semester and continue to take English each semester until they fulfill this essential degree, certificate, and transfer requirement.

**Automation of Completion:** Explore automation of awarding certificates and degrees.

**Strategic Program Development:** Strategically develop new degree and certificate programs at BCC to support student demand for programs in such areas as chemistry, physics, biology, engineering, computer science, and economics, to increase degree completion. Also, create more general degree options, such as social science, general science, and humanities.

**Employment Opportunities:** Create on-campus job opportunity programs for disadvantaged student populations.

**TRANSFER**

**BCC Transfer and Career Center:** Continue to operate and expand the remarkable work of BCC’s Transfer and Career Information Center, which coordinates transfer fairs, workshops for navigating the application process, and other activities to support student transfer success. The College Transfer and Career Information Center is a resource for questions students have relating to choosing a major, a career, or selecting a transfer college or university. All materials in the Center, and all services provided, are for the purpose of helping students identify and come closer to their goals. A primary purpose of the Center is to support underrepresented students to discover and realize their career direction and educational goals, working closely with TRiO to provide special workshops and events.

**BCC Service Community:** Continue to operate and expand BCC’s Service Community, which is part of the Transfer Service Community (TSC). TSC assists students with the transfer process to four-year institutions by connecting students to resources, hosting workshops (like the Scholarship Workshop and the UC Application and Personal Statement Workshop), and holding events (such as the Leadership and Service Retreat and UC Berkeley Shadow Day).

**Four-Year Pathways:** Work closely with UCB representatives to expand the Pathways to Four-Year Universities, which is a program designed to support community college student transfer to four-year degree programs by enabling them to take UCB Summer Sessions courses and receive enhanced transfer advising. Also, explore similar partnerships with other four-year institutions.

**Community Collaboration and Effective Partnerships:** Strengthen BCC’s partnership with UCB’s Transfer Alliance Project (which provides academic advising and an intensive enrichment cohort program for low-income or first generation prospective transfer students), UC Berkeley Class Pass Program (which allows BCC students the opportunity to audit a UCB class), and Starting Point Mentorship Program (which pairs eligible community college students with current UCB student mentors). Through this partnership, increase participation in Transfer Guarantee Programs with UCs, working closely with UC representatives to iron out details. Ideally, identify minimum GPAs for various majors and ensure that SEPs include both degree completion requirements and preferred transfer coursework.

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**EVALUATION**

**Annual Student Equity Plan Updates**: Each year, from 2015 to 2018, the chief diversity officer and SSSP coordinator/administrator will collaborate with the institutional researcher to update the data presented in the Student Equity Plan to track progress and drive the work of the Student Equity Plan Task Force to ensure the College meets all three-year goals.

**Focus Groups**: Five focus groups will be held annually. Two focus groups will center on the experiences of ethnic minority student populations—one focus group for African American students and a second for Latino students. Three focus groups will comprise special populations: students with disabilities, active military and veteran students, and current and former foster youth.

**Campus Climate Surveys**: To triangulate the focus group findings, students who participate in various programs that aim to close the equity gap will be required to complete pre-semester surveys at the start of each semester in order to obtain services from these programs. They will then be expected to complete a post-semester survey to measure the impact of these programs on their academic progress. These programs will include PSPP, Veterans Affairs, TRiO, and EOPS. DSPS students will be encouraged but cannot be required to participate.

**Evaluation of Usage and Impact of Student Success Supports and Interventions:** The institutional researcher will be charged with the formation of mechanisms and systems to conduct campus-wide exploration of the benefits and limitations of the various student services provided at BCC. This data will inform refinement and revision of equity efforts on campus starting in summer semester 2015.

* Assessment
* Orientation
* Library
* LRC
* Early alert
* TLC Professional development
* Professional Development Committee
* Financial Aid Workshops
* Transfer Center
* BCC Service Community
* DSPS
* Veteran’s Resource Center and Veteran’s Affairs Office
* EOPS
* CARE
* TRiO
* CalWORKS
* International Student Office
* Student Ambassadors
* Alumni Ambassadors
* Learning Communities (including BCC Scholars Program)

**Summer 2018**

**COLLEGE WIDE**

**PERSIST:** On-going improvement and expansion of the PERSIST Learning Community.

**FELI:** Require all administrators, all staff, and all faculty who participate in PSPP to complete the Academy for College Excellence’s (ACE) Experiential Learning Institute (FELI—originally Faculty Experiential Learning Institute but now expanded to include administrators and staff) by spring semester 2018.

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**TRiO:** Continue to administer the Federal TRiO Program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

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**Health and Wellness Services:** Work with PCCD to restructure the delivery of health and wellness services at BCC. A workgroup is currently exploring options and developing a new program model.

**Speaker Series:** Coordinate a speaker series with leading scholars in the field of equity to foster transparent conversations on campus about diversity and institutional reform based on scholarship.

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**Targeted Student Recruitment:** Develop a proactive, strategic, and data-informed recruitment plan that specifically targets active military and veteran applicants. This campaign should include special outreach efforts to ESL and pre-transfer level students and communicate the increased transferability of coursework in these areas. Continue to develop pathways for adult school and high school students to transition into BCC, targeting the special population indicated above.

**Outreach:** Connect and outreach to high schools, local churches, adult schools, and community based organizations to target active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities.

**Alumni Ambassadors:** Expand existing alumni mentorship programs. Alumni, in the form of ambassadors (and other appropriate student group members such as BCC Transfer Service Community), help to coordinate on campus and off campus events for prospective and incoming students.

**K-12 Workshops:** Conduct workshops at regional middle schools and highs schools that aim to de-stigmatize popular perceptions of community colleges.

**CTE Articulation:** Continue to build and expand CTE pathways and articulation agreements with regional high schools and adult schools.

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**Learning Communities:** Expand, assess, and revise transfer-level learning communities, specifically First Year Experience (FYE) and the Program for Adult College Education (PACE). These learning communities support student success because of their use of early alert and mandatory homework labs.

**Accelerated English:** Double the number of accelerated, pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point to increase students’ success in English 1A. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Accelerated Math:** Math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013). Therefore, BCC will double the number of accelerated, pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Embedded Tutors and Homework Labs:** Expand homework labs with embedded in-class tutors for students with pre-transfer level English, ESL and math skills in transfer-level courses in learning communities.

Enhance collaboration between Statistics and Pre-Statistics faculty to create interventions to support student success in both courses, including the placement of embedded tutors in Math 206 sections with complementary homework labs by the start of spring semester 2015.

Expand embedded math tutoring in Math 13 sections with complementary homework labs by the start of fall semester 2015.

**Technology:** Purchase computer carts and set up computer labs in the new building to accommodate new lab sections. Purchase with specialized software to accommodate new lab sections.

Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include the formation of a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years.

**Student Engagement:** Engage transfer-level students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College.

**TRANSFER COURSE COMPLETION**

**Community Collaboration and Effective Partnerships:** Continue to provide resources for pre-transfer foundational course and program faculty and staff to work on partnership development with school districts, adult schools, and community organizations to ensure seamless transition of students to BCC. This activity will include the expansion of PSPP as well as formalization of PERSIST to College, a concurrent enrollment program for high school juniors and seniors performing at the pre-transfer level.

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**ESL Classroom:** Establish a dedicated ESL classroom with a built-in Chrome Book computer lab.

**DEGREE AND CERTIFICATE COMPLETION**

**Targeted Outreach:** Targeted outreach to white non-Latino and Asian students to increase degree and certificate completion prior to transfer.

**Evaluation of Placement Assessment Instruments**: Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

**Learning Community Counselors:** Continue to employ learning community counselors and outreach specialists to support learning communities and the students they serve.

**CTE Counselor:** Hire one CTE counselor and outreach specialist and two Associate’s Degree for Transfer (ADT) counselors and outreach specialists to launch the ADT Task Force to promote enrollment and support successful completion of degrees and certificates and transfer to four-year colleges by spring semester 2015.

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**Peer Mentorship:** Expand the role of student ambassadors (and other appropriate student group members) to support students with major selection, transfer, and program completion by providing current BCC students with the information they need to navigate these complicated decisions and make informed choices. Initiate this expansion of job duties in fall semester 2015.

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**Math Acceleration:** Encourage entry-level students to take math during their first semester and continue to take math each semester until they fulfill this essential degree, certificate, and transfer requirement.

**English Acceleration:** Encourage entry-level students to take English and/or ESL during their first semester and continue to take English each semester until they fulfill this essential degree, certificate, and transfer requirement.

**Automation of Completion:** Explore automation of awarding certificates and degrees.

**Strategic Program Development:** Strategically develop new degree and certificate programs at BCC to support student demand for programs in such areas as chemistry, physics, biology, engineering, computer science, and economics, to increase degree completion. Also, create more general degree options, such as social science, general science, and humanities.

**Employment Opportunities:** Create on-campus job opportunity programs for disadvantaged student populations.

**TRANSFER**

**BCC Transfer and Career Center:** Continue to operate and expand the remarkable work of BCC’s Transfer and Career Information Center, which coordinates transfer fairs, workshops for navigating the application process, and other activities to support student transfer success. The College Transfer and Career Information Center is a resource for questions students have relating to choosing a major, a career, or selecting a transfer college or university. All materials in the Center, and all services provided, are for the purpose of helping students identify and come closer to their goals. A primary purpose of the Center is to support underrepresented students to discover and realize their career direction and educational goals, working closely with TRiO to provide special workshops and events.

**BCC Service Community:** Continue to operate and expand BCC’s Service Community, which is part of the Transfer Service Community (TSC). TSC assists students with the transfer process to four-year institutions by connecting students to resources, hosting workshops (like the Scholarship Workshop and the UC Application and Personal Statement Workshop), and holding events (such as the Leadership and Service Retreat and UC Berkeley Shadow Day).

**Four-Year Pathways:** Work closely with UCB representatives to expand the Pathways to Four-Year Universities, which is a program designed to support community college student transfer to four-year degree programs by enabling them to take UCB Summer Sessions courses and receive enhanced transfer advising. Also, explore similar partnerships with other four-year institutions.

**Community Collaboration and Effective Partnerships:** Strengthen BCC’s partnership with UCB’s Transfer Alliance Project (which provides academic advising and an intensive enrichment cohort program for low-income or first generation prospective transfer students), UC Berkeley Class Pass Program (which allows BCC students the opportunity to audit a UCB class), and Starting Point Mentorship Program (which pairs eligible community college students with current UCB student mentors). Through this partnership, increase participation in Transfer Guarantee Programs with UCs, working closely with UC representatives to iron out details. Ideally, identify minimum GPAs for various majors and ensure that SEPs include both degree completion requirements and preferred transfer coursework.

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**Evaluation of Placement Assessment Instruments:** Evaluate current placement of students in courses at BCC and focus on more appropriate placement of entry-level students by fall semester 2015.

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**Strategic Program Development:** Strategically develop new degree and certificate programs at BCC to support student demand for programs in such areas as chemistry, physics, biology, engineering, computer science, and economics, to support student transfer. Also, create more general degree options, such as social science, general science, and humanities.

**Fall 2018**

**COLLEGE WIDE**

**PERSIST:** On-going improvement and expansion of the PERSIST Learning Community.

**FELI:** Require all administrators, all staff, and all faculty who participate in PSPP to complete the Academy for College Excellence’s (ACE) Experiential Learning Institute (FELI—originally Faculty Experiential Learning Institute but now expanded to include administrators and staff) by spring semester 2018.

**Academic Support Index:** Modeled on the work of the 2020 Vision, create and implement Academic Support Index (ASI) to generate predictive data analytics, which will guide the decision-making about how to support student success at BCC. BCC ASI will be generated by the end of spring 2016. The ASI will be piloted in academic year 2016-2017 and rolled out for campus-wide employment in academic year 2017-2018.

**Financial Aid:** Continue to offer FAFSA application workshops to all students at BCC and further engage in outreach to target disadvantaged student populations, starting in summer semester 2015.

**Foster Youth Task Force:** Assist with the development of district-wide systems and protocols to identify, track, and evaluate the academic success of current and former foster youth by the end of spring 2015.

**Foster Youth Program:** Establish an institutionalized foster youth program housed under the dean of student services working in partnership with community organizations that serve current and former foster youth.

**SEP Alignment with Special Projects:** Align all Student Equity Plan efforts with Special Projects initiatives [which at present include BSI, AB 86 (adult education pathways), and Career Pathways Trust (CPT)] to maximize efforts and transitional resources.

**Town Halls:** Conduct town halls at least quarterly to explore the limits of campus operations and develop strategic communication plan to update BCC staff on College, PCCD, COOOO, and State policies, procedures, and protocols. Advocate for the PCCD and CCCCO to continue to engage in similar exploratory efforts and to promote change when appropriate.

**SEP Glossary:** Create a glossary of vocabulary and terms that will shift the discourse on equity by changing terms like “basic skills” and “tutoring” to “pre-transfer foundational” and “academic supports,” respectively.

**CalWORKS:** Continue to administer the California Work Opportunity and Responsibility to Kids (CalWORKs) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**EOPS:** Continue to administer the Extended Opportunity Programs and Services (EOPS) program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**CARE:** Continue to administer the Cooperative Agencies Resources for Education (CARE) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**DSPS:** Continue to administer the Disabled Students Programs and Services (DSPS) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**Disability Awareness Week:** Working closely with the Public and Human Services program and Campus Life, organize an annual Disability Awareness Week to celebrate rather than stigmatize physical, intellectual, developmental, and emotional disabilities, starting in spring semester 2016.

**TRiO:** Continue to administer the Federal TRiO Program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**Veteran’s Resource Center:** BCC recently developed a Veteran’s Resource Center as an extension of the Veteran’s Affairs Office. Continue to administer and expand programs serving active military and veteran students. In addition, link students served by this initiative with other equity efforts on campus.

**Health and Wellness Services:** Work with PCCD to restructure the delivery of health and wellness services at BCC. A workgroup is currently exploring options and developing a new program model.

**Speaker Series:** Coordinate a speaker series with leading scholars in the field of equity to foster transparent conversations on campus about diversity and institutional reform based on scholarship.

**SEP Pledge:** Fulfill the College’s pledge to pull data each semester to track BCC’s progress in reaching the ambitious Student Equity Plan goals. The collection of data will be coupled with robust professional development to increase data access-capacity, including the development of a data plan (quantitative and qualitative data gathering) to measure desired outcomes, which will include the appointment of a chief diversity officer and SSSP coordinator/administrator.

**Campus Engagement:** Increase faculty and staff data access and capacity including monthly trainings on PCCD, local, state, and federal data tools (e.g., business intelligence tool access, CalPASS, Launchpad, Scorecard, etc.). All department chairs, program coordinators, and learning community coordinators will be trained on the business intelligence tool and given guidance on how to request and analyze data based on queries by the end of spring semester 2015.

**Faculty and Staff Data Training:** Faculty and staff training on developing measurable outcomes and data plans will ensure data are available to assess progress by the end of fall semester 2015.

**CBO Registry:** Compile a registry of all K-12, adult school, employer, and community organizations as well as a registry of CTE and non-CTE advisory boards with their respective member contact information to promote transparent governance and open lines of communication with invested community stakeholders.

**ACCESS**

**Targeted Student Recruitment:** Develop a proactive, strategic, and data-informed recruitment plan that specifically targets active military and veteran applicants. This campaign should include special outreach efforts to ESL and pre-transfer level students and communicate the increased transferability of coursework in these areas. Continue to develop pathways for adult school and high school students to transition into BCC, targeting the special population indicated above.

**Outreach:** Connect and outreach to high schools, local churches, adult schools, and community based organizations to target active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities.

**Alumni Ambassadors:** Expand existing alumni mentorship programs. Alumni, in the form of ambassadors (and other appropriate student group members such as BCC Transfer Service Community), help to coordinate on campus and off campus events for prospective and incoming students.

**K-12 Workshops:** Conduct workshops at regional middle schools and highs schools that aim to de-stigmatize popular perceptions of community colleges.

**CTE Articulation:** Continue to build and expand CTE pathways and articulation agreements with regional high schools and adult schools.

**PRETRANSFER FOUNDATIONAL COURSE COMPLETION**

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**Spring 2019**

**COLLEGE WIDE**

**PERSIST:** On-going improvement and expansion of the PERSIST Learning Community.

**Academic Support Index:** Modeled on the work of the 2020 Vision, create and implement Academic Support Index (ASI) to generate predictive data analytics, which will guide the decision-making about how to support student success at BCC. BCC ASI will be generated by the end of spring 2016. The ASI will be piloted in academic year 2016-2017 and rolled out for campus-wide employment in academic year 2017-2018.

**Financial Aid:** Continue to offer FAFSA application workshops to all students at BCC and further engage in outreach to target disadvantaged student populations, starting in summer semester 2015.

**Foster Youth Task Force:** Assist with the development of district-wide systems and protocols to identify, track, and evaluate the academic success of current and former foster youth by the end of spring 2015.

**Foster Youth Program:** Establish an institutionalized foster youth program housed under the dean of student services working in partnership with community organizations that serve current and former foster youth.

**SEP Alignment with Special Projects:** Align all Student Equity Plan efforts with Special Projects initiatives [which at present include BSI, AB 86 (adult education pathways), and Career Pathways Trust (CPT)] to maximize efforts and transitional resources.

**Town Halls:** Conduct town halls at least quarterly to explore the limits of campus operations and develop strategic communication plan to update BCC staff on College, PCCD, COOOO, and State policies, procedures, and protocols. Advocate for the PCCD and CCCCO to continue to engage in similar exploratory efforts and to promote change when appropriate.

**SEP Glossary:** Create a glossary of vocabulary and terms that will shift the discourse on equity by changing terms like “basic skills” and “tutoring” to “pre-transfer foundational” and “academic supports,” respectively.

**CalWORKS:** Continue to administer the California Work Opportunity and Responsibility to Kids (CalWORKs) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**EOPS:** Continue to administer the Extended Opportunity Programs and Services (EOPS) program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**CARE:** Continue to administer the Cooperative Agencies Resources for Education (CARE) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**DSPS:** Continue to administer the Disabled Students Programs and Services (DSPS) program and lobby for additional resources to expand the program. In addition, link students served by this initiative with other equity efforts on campus.

**Disability Awareness Week:** Working closely with the Public and Human Services program and Campus Life, organize an annual Disability Awareness Week to celebrate rather than stigmatize physical, intellectual, developmental, and emotional disabilities, starting in spring semester 2016.

**TRiO:** Continue to administer the Federal TRiO Program and lobby for additional resources to expand the program. Target applicants by visiting pre-transfer foundational English and Math courses. In addition, link students served by this initiative with other equity efforts on campus.

**Veteran’s Resource Center:** BCC recently developed a Veteran’s Resource Center as an extension of the Veteran’s Affairs Office. Continue to administer and expand programs serving active military and veteran students. In addition, link students served by this initiative with other equity efforts on campus.

**Health and Wellness Services:** Work with PCCD to restructure the delivery of health and wellness services at BCC. A workgroup is currently exploring options and developing a new program model.

**Speaker Series:** Coordinate a speaker series with leading scholars in the field of equity to foster transparent conversations on campus about diversity and institutional reform based on scholarship.

**SEP Pledge:** Fulfill the College’s pledge to pull data each semester to track BCC’s progress in reaching the ambitious Student Equity Plan goals. The collection of data will be coupled with robust professional development to increase data access-capacity, including the development of a data plan (quantitative and qualitative data gathering) to measure desired outcomes, which will include the appointment of a chief diversity officer and SSSP coordinator/administrator.

**Campus Engagement:** Increase faculty and staff data access and capacity including monthly trainings on PCCD, local, state, and federal data tools (e.g., business intelligence tool access, CalPASS, Launchpad, Scorecard, etc.). All department chairs, program coordinators, and learning community coordinators will be trained on the business intelligence tool and given guidance on how to request and analyze data based on queries by the end of spring semester 2015.

**Faculty and Staff Data Training:** Faculty and staff training on developing measurable outcomes and data plans will ensure data are available to assess progress by the end of fall semester 2015.

**CBO Registry:** Compile a registry of all K-12, adult school, employer, and community organizations as well as a registry of CTE and non-CTE advisory boards with their respective member contact information to promote transparent governance and open lines of communication with invested community stakeholders.

**ACCESS**

**Targeted Student Recruitment:** Develop a proactive, strategic, and data-informed recruitment plan that specifically targets active military and veteran applicants. This campaign should include special outreach efforts to ESL and pre-transfer level students and communicate the increased transferability of coursework in these areas. Continue to develop pathways for adult school and high school students to transition into BCC, targeting the special population indicated above.

**Outreach:** Connect and outreach to high schools, local churches, adult schools, and community based organizations to target active military and veteran students, foster youth, students with disabilities, and ethnic minority student populations from low-income communities.

**Alumni Ambassadors:** Expand existing alumni mentorship programs. Alumni, in the form of ambassadors (and other appropriate student group members such as BCC Transfer Service Community), help to coordinate on campus and off campus events for prospective and incoming students.

**K-12 Workshops:** Conduct workshops at regional middle schools and highs schools that aim to de-stigmatize popular perceptions of community colleges.

**CTE Articulation:** Continue to build and expand CTE pathways and articulation agreements with regional high schools and adult schools.

**PRETRANSFER FOUNDATIONAL COURSE COMPLETION**

**Learning Communities:** Expand, assess, and revise transfer-level learning communities, specifically First Year Experience (FYE) and the Program for Adult College Education (PACE). These learning communities support student success because of their use of early alert and mandatory homework labs.

**Accelerated English:** Double the number of accelerated, pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point to increase students’ success in English 1A. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Accelerated Math:** Math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013). Therefore, BCC will double the number of accelerated, pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**Embedded Tutors and Homework Labs:** Expand homework labs with embedded in-class tutors for students with pre-transfer level English, ESL and math skills in transfer-level courses in learning communities.

Enhance collaboration between Statistics and Pre-Statistics faculty to create interventions to support student success in both courses, including the placement of embedded tutors in Math 206 sections with complementary homework labs by the start of spring semester 2015.

Expand embedded math tutoring in Math 13 sections with complementary homework labs by the start of fall semester 2015.

**Technology:** Purchase computer carts and set up computer labs in the new building to accommodate new lab sections. Purchase with specialized software to accommodate new lab sections.

Increased demand for alternative assessment for students with disabilities, coupled with dated technology issues, require that BCC build a new DSPS assessment and testing lab, to be completed after the State finalizes development of CAI. The upgrade will include the formation of a plan to refurbish the Assistive Technology Lab as well as assistive technology in mainstream labs every five years.

**Student Engagement:** Engage transfer-level students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College.

**TRANSFER COURSE COMPLETION**

**Community Collaboration and Effective Partnerships:** Continue to provide resources for pre-transfer foundational course and program faculty and staff to work on partnership development with school districts, adult schools, and community organizations to ensure seamless transition of students to BCC. This activity will include the expansion of PSPP as well as formalization of PERSIST to College, a concurrent enrollment program for high school juniors and seniors performing at the pre-transfer level.

**Innovative ESL Assessment:** Continued funding of innovative ESL assessment efforts. BCC recently piloted self-assessment for both international and domestic ESL students, which needs to be validated to determine if it has led to an increase in appropriate course placement.

**Multiple Methods:** On-going development of alternative placement assessment in English and math. BCC recently adopted a policy of accepting applicants for automatic placement in English 1A for new BCC students with a cumulative high school grade point average of 3.3. Articulation agreements with K-12 institutions are under development. Continue to foster these relationships and formalize partnerships to transition pre-transfer level high school students into transfer level courses at BCC.

**ESL Outreach:** Provide direct outreach to community regarding the opportunity for ESL assessment and orientation, as well as the ESL Pathways (also known as LEAP) learning community one-stop assessment, orientation, and registration.

**Professional Development:** Provide professional development and resources to the BCC student ambassadors, tutors, computer lab and library student workers, and work-study students across campus to assist with this critical transitional work. The LRC faculty advisors and PSPP faculty and counselor leads will collect data on the achievements and challenges that the mentors have gathered from their work with their mentees and use that data to redesign and refine programs and services.

**Mentorship of Pre-Transfer Level Students:** Engage student ambassadors (and other appropriate student group members), alumni ambassadors, and pre-transfer foundational course and program alumni to support outreach and mentorship regarding the matriculation process.

**English Acceleration Expansion:** Double the number of accelerated pre-transfer foundational English 204 sections by spring semester 2017 and strategize future growth based on data at this point. Purchase computer carts and set up computer labs in the new building with specialized software to accommodate new lab sections.

**ESL Course Expansion:** Double the number of ESL high intermediate advanced reading and writing courses by spring semester 2017 as BCC is currently not meeting demand.

**Math Acceleration Expansion:** Double the number of accelerated pre-transfer foundational Math 206 sections by spring semester 2016 and strategize future growth based on data at this point. This is extremely important as math has been and continues to be a civil rights issue, precisely because it has served as a gatekeeper to academic success, disproportionately for students of color (Moses, 2013).

**Online Math Tutoring:** Launch an online math tutoring pilot and continue with the online writing coach sessions during spring 2015 to formalize by fall semester 2015.

**Diversity Intern Program:** Working through the Diversity Intern Program, recruit additional math faculty, particularly those with professional experience that includes practical application of math to help students understand the importance of math to their education and lives.

**Zero Credit Courses:** Provide no credit, low stakes, pass/no pass pre-transfer foundational courses and partner with the adult schools to offer GED and foundational courses at both BCC and the adult school campuses.

**Biology Pre-Transfer Support:** Continue the Biology Boot Camp pilot and develop a foundational skills Math Boot Camp pilot as well as a pilot to prepare students for the college experience. Both boot camps should include embedded tutors. Purchase computer carts and set up computer labs in the new building to accommodate new lab sections.

**STEM Faculty Collaboration:** Science and math faculty will come together as STEM (Science, Technology, Engineering and Mathematics) educators to create a student academic success plan that will include innovative ways of teaching the subject, professional development for math faculty, and possibly a retreat with faculty from other campuses to share best practices.

Though the thinking behind the above-mentioned educational approach is intuitive for many critical educators, there has not been a clear training program for teachers who are interested in honing their pedagogy so that they can devise ways to empower students to be critical learners in the non-STEM as well as STEM subjects. Thus, BCC proposes the creation of an ongoing professional development symposium through the Teaching and Learning Center (TLC) for interested BCC employees who will:

* + Provide cultural-competency training series for administrators and classified staff through the TLC with a focus on equity and diversity (which will include training on working with students with disabilities);
	+ Discuss best practices in ensuring educational equity;
	+ Discuss the development of student voice, agency and power;
	+ Bring to bear questions around entrenched institutionalized and individualized ideological predispositions;
	+ Introduce staff to practices commensurate with the development of high order empathy;
	+ Allocate space and time for faculty inquiry and collaboration, including stipends for part-time faculty to participate.
	+ Host two FELIs per year to train instructional and non-instructional faculty how to empower at-risk students to take agency over their own academic development. In addition, STEM faculty will be incentivized to complete the FELI as most math courses are open to PSPP students as well as students from other learning communities.

**Math Lab:** Develop one-unit Math lab course to assist students with skill retention.

**Peer Mentoring:** Determine successful peer mentoring interventions, including review of data on past efforts. Consider best practices and lessons learned from current and past BCC peer mentoring and peer-to-peer support efforts (ESL/Global Study Buddies, PERSIST peer mentoring, PHS peer mentoring, WRAP, etc.). Pilot at least one pre-transfer foundational course or program peer-to-peer mentoring intervention (ideally in math to begin with) and at least one pre-transfer foundational course or program faculty mentoring intervention.

**Career Counseling:** Pilot and expand Launch Your Freshman Workshop as well as the connected Counseling 57 course that supports career exploration at the high schools and for incoming students at the pre-transfer level.

**Student Engagement:** Engage pre-transfer foundational students, courses, and programs with Campus Life, student affairs, and CTE events to connect students more closely to BCC. This activity will be central to the EMP as well, ensuring all students (but particularly those from disadvantaged groups) feel more ownership of the College. More specifically, launch a pre-transfer foundational math club pilot.

**ESL Data Analysis:** Disaggregate ESL course completion data based on in-state, out-of-state domestic, and international student status to determine if gaps in outcomes exist for these distinct ESL student populations. Also, collect data on ESL students in non-ESL courses to track their academic success rates at BCC. Both efforts will begin in spring semester 2015.

**Student Testimonials:** Develop and share repository of students’ pre-transfer foundational course and program testimonials for use in student recruitment.

**Early Alert:** Revise existing early alert system, which will lead to individualized intervention plans for students at risk of failure by the end of spring semester 2015. LIS 85 should be included as a late start course that students can be directed to if, by the midterm week, they are failing courses that require large research projects

**Writing Course Size:** Continue to limit writing course size to 35 students until the first day of class and then reduce the class size cap to 30 students when the class begins. Also, explore efforts to further reduce class size for pre-transfer foundational courses.

**Service Learning:** Create and pilot Service Learning course in which students volunteer to work in the LRC, TRIO, Counseling, the Office of Instruction, Financial Aid, and Admissions and Records to build social capital by spring semester 2016.

**ESL Classroom:** Establish a dedicated ESL classroom with a built-in Chrome Book computer lab.

**DEGREE AND CERTIFICATE COMPLETION**

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**EVALUATION**

**Annual Student Equity Plan Updates**: Each year, from 2015 to 2018, the chief diversity officer and SSSP coordinator/administrator will collaborate with the institutional researcher to update the data presented in the Student Equity Plan to track progress and drive the work of the Student Equity Plan Task Force to ensure the College meets all three-year goals.

**Focus Groups**: Five focus groups will be held annually. Two focus groups will center on the experiences of ethnic minority student populations—one focus group for African American students and a second for Latino students. Three focus groups will comprise special populations: students with disabilities, active military and veteran students, and current and former foster youth.

**Campus Climate Surveys**: To triangulate the focus group findings, students who participate in various programs that aim to close the equity gap will be required to complete pre-semester surveys at the start of each semester in order to obtain services from these programs. They will then be expected to complete a post-semester survey to measure the impact of these programs on their academic progress. These programs will include PSPP, Veterans Affairs, TRiO, and EOPS. DSPS students will be encouraged but cannot be required to participate.

**Evaluation of Usage and Impact of Student Success Supports and Interventions:** The institutional researcher will be charged with the formation of mechanisms and systems to conduct campus-wide exploration of the benefits and limitations of the various student services provided at BCC. This data will inform refinement and revision of equity efforts on campus starting in summer semester 2015.

* Assessment
* Orientation
* Library
* LRC
* Early alert
* TLC Professional development
* Professional Development Committee
* Financial Aid Workshops
* Transfer Center
* BCC Service Community
* DSPS
* Veteran’s Resource Center and Veteran’s Affairs Office
* EOPS
* CARE
* TRiO
* CalWORKS
* International Student Office
* Student Ambassadors
* Alumni Ambassadors
* Learning Communities (including BCC Scholars Program)